

JUVENILE COUNSELOR CORE TRAINING COURSE MANUAL

State of California, Board of Corrections

Standards and Training for Corrections Program

Copyrighted
1985, 1987, 1988, 1990, 1994

(May be reproduced with permission)

Table of Contents

Section	Page
Introduction:	Intro-3
Acknowledgment	
1993-1994 Curriculum Revalidation and Revision	
Introduction	
A. Assumptions Guiding Development of the Core Training Curriculum	A-1
B. Description of the Juvenile Counselor Job	B-1
C. Course Unit Outline, Methodologies, Time Allocations	C-1
D. Performance Objectives and Design Specifications	D-1
E. Test by Performance Objective Index	E-1
F. Performance Objectives by Core Task Index	F-1
G. List of Core Tasks for Juvenile Counselors	G-1
H. Knowledge and Skill Map Core Task Linkages	H-1
I. Physical Conditioning Manual	(separate manual)
J. Knowledge and Skill Maps	(separate manual)

ACKNOWLEDGMENT

Many subject matter experts contributed to the successful Standards Revalidation Project of 1993/1994. During this period of time these SMEs met in workshops in Sacramento and conducted onsite data collection activities. This entailed ongoing coordination for the facilitation of this research project. The Board of Corrections, Standards and Training for Corrections (STC) Program is extremely grateful to all of those who volunteered to participate in the standards research and revalidation project.

Their assistance and commitment to this project is reflected in the product of their efforts, this Core Course Training Manual. It was through their support, their agency's and that of past participants in these projects that California is able to maintain the most comprehensive and current performance based basic training program for staff employed in local corrections as Corrections Officers, Juvenile Counselors and Probation Officers.

The following individuals participated in this project:

Cyndie Adame	Duane Leet
Fresno County	Los Angeles County
Ron Anderson	Luciano Perez
San Diego County	San Bernardino County
Ron Beiden	Joe Perry
Sonoma County	Stanislaus County
Michael Cleary	Gary Tackett
Santa Barbara County	Imperial County
Linda Heiser	Jacqui Hildebrand
Shasta County	STC
Jim Ladner	Shelley Montgomery
Alameda County	STC
	Dottie West
	STC
	Charles W. Page, Jr.
	Project Manager

1993-1994 CURRICULUM REVALIDATION

AND REVISION

Training standards are not static since they are based on the content of each job. As the job changes, there is a need for a change in the prescribed core curriculum, in order that it may remain current, valid and aid in the development of a qualified staff. These changes must be made in a timely manner to also maintain the relevance of the standards.

Standards are expensive to develop. The research necessary to establish standards takes time, is labor intensive and requires a high level of expertise to produce defensible results. This makes the maintenance of standards even more

critical. Failure to do the proper maintenance to keep standards current jeopardizes their validity, reliability and defensibility.

Thus, the revalidation of the standards must be an ongoing and continuous task. This manual reflects the product of the 1993-1994 job task analysis and standards revalidation project. The effective date for the prescribed curriculum detailed in this manual is July 1, 1995.

Training providers who present the entry level core courses must update their presentations, lesson plans and test items by that date, filing copies of these updated documents, accompanied with a Request for Recertification of their Core Course(s), in order to maintain STC certification and approval of that course(s). All of the Performance Objectives, Testing Methodologies and Knowledge and Skill Maps were evaluated and revised, which necessitates a thorough review and updating of these training provider documents.

Summary of Revisions Made to the 1991 Curriculum:

After completion of the revalidation of the statewide core job tasks for California's Juvenile Counselors, the subject matter experts reviewed, evaluated and updated all training documents (i.e., Knowledge and Skill Maps, Core Training Curriculum) in order to address the current training needs for persons employed in these positions. Detailed changes were made to every subject area noted in these documents. Significant revisions were also made to the content and order of the Maps, and the content and sequencing to Units and Modules of instruction. New subject matter to address the changing job responsibilities and technological advances is also introduced. This in turn necessitated a hierarchical reordering of some Units and Modules, along with changes to their respective Job Knowledge Tests, Written Skills Tests and Behavioral Skills Tests.

The following pages provide a summary of the more significant areas that were changed, but they are not a complete listing. Rather, *training providers must reconcile their course's Request for Certification packet, lesson plans and tests with the complete 1995 curriculum, presented in this manual and its supportive documents by July 1, 1995, in order to ensure that they are able to present the revalidated course by that date.*

Units and Modules (all units and modules of instruction, even those not noted below, had their content revalidated, including significant changes to the wording and testing procedures):

Unit 1.0 Agency Specific (this unit has been set aside for the purpose of meeting the training needs of specific to the target group of trainees).		
Unit 2.0 Formerly Unit 1.0. Increase in instructional time allocation.		
	Module 2.1	Formerly Module 1.1. Increase in instructional time allocation. New Performance Objectives (PO) added (2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.8).
	Module 2.2	Formerly Module 1.2.
Unit 3.0 Formerly Unit 2.0. Reduction in instructional time allocation.		
	Module 3.1	Formerly Module 2.1.
	Module 3.2	Formerly Module 2.2. Reduction in instructional time allocation. Changes in testing procedures for POs 3.2.1 and 3.2.2.
	Module 3.3	Formerly Module 2.3.
Unit 4.0 Formerly Unit 3.0. Increase in instructional time allocation.		
	Module 4.1	Formerly Module 3.1. Increase in instructional time allocation.
	Module 4.2	Formerly Module 3.2. New PO 4.2.5 added.
	Module 4.3	Formerly Module 3.3.
	Module 4.4	Formerly Module 3.4. Increase in instructional time allocation.
	Module 4.5	Formerly Module 3.5. Increase in instructional time allocation. New PO 4.5.3 added.
Unit 5.0 Formerly Unit 4.0. Increase in instructional time allocation.		
	Module 5.1	Formerly Module 4.1. New testing procedures for PO 5.1.3.
	Module 5.2	Formerly Module 4.2. Change in title of Module. Increase in instructional time allocation. New POs added (5.2.7, 5.2.8, 5.2.9, 5.2.10, 5.2.11, 5.2.12, 5.2.13).
	Module 5.3	Formerly Module 4.3.
	Module 5.4	Formerly Module 4.4. Reduction in instructional time allocation.
	Module 5.5	Formerly Module 4.5.
	Module 5.6	Formerly Module 4.6.
Unit 6.0 Formerly Unit 5.0. Increase in instructional time allocation.		
	Module 6.1	Formerly Module 5.1. Increase in instructional time allocation.

	Module 6.2	Formerly Module 5.2.
	Module 6.3	Formerly Module 5.3. Increase in instructional time allocation.
Unit 7.0 Increase in instructional time allocation.		
	Module 7.1	Increase in instructional time allocation.
	Module 7.2	Increase in instructional time allocation. POs 7.2.2 and 7.2.3 renumbered. POs 7.2.4, 7.2.5, 7.2.6 added to this Module (the former POs 7.3.1, 7.3.2, 7.3.3 respectively).
	Module 7.3	Formerly Module 7.4. Increase in instructional time allocation.
	Module 7.4	New Module on the subject of the use of force.
Unit 9.0 Reduction in instructional time allocation. The entire Unit revised into new Modules of instruction.		
	Module 9.1	Increase in instructional time allocation. New PO 9.1.2 added and former PO 9.1.4 deleted. All remaining POs renumbered.
	Module 9.2	Reduction in instructional time allocation. POs 9.2.4, 9.2.5 and 9.2.6 the former POs 9.2.5, 9.2.6 and 9.2.7
	Module 9.3	Reduction in instructional time allocation.
	Module 9.4	New title Clothing and Bedding with PO 9.4.1 and reduction in instructional time allocation.
	Module 9.5	New Module on Supervising Meals. Former POs 9.4.2 through 9.4.6.
	Module 9.6	New Module on Communicating with Juveniles. Former POs 9.4.7 through 9.4.10.
	Module 9.7	New Module on Disciplinary Procedures. Former POs 9.4.11 and 9.4.12.
	Module 9.8	New Module on Use of Telephone. Former POs 9.4.13 and 9.4.14.
	Module 9.9	Formerly Module 9.5. Reduction in instructional time allocation.
	Module 9.10	Formerly Module 9.6.
Unit 10.0 Increase in instructional time allocation.		
	Module 10.1	No change.
	Module 10.2	Reduction in instructional time allocation.
	Module 10.3	Increase in instructional time allocation.
Unit 11.0 Reduction in instructional time allocation.		
	Module 11.1	No change.
	Module 11.2	Reduction in instructional time allocation.

	Module 11.3	Reduction in instructional time allocation. PO 11.3.4 deleted and subject matter moved to POs 4.5.3 and 9.1.2. PO 11.3.5 deleted and subject moved to PO 4.4.4. Remaining POs in this Module renumbered.
	Module 11.4	No change.
	Module 11.5	Testing procedure revision on PO 11.5.2.
	Module 11.6	Increase in instructional time allocation.
Unit 13.0 Reduction in instructional time allocation.		
	Module 13.1	No change.
	Module 13.2	New title of Receiving and Orientation. Reduction in instructional time allocation. PO 13.2.4 deleted and remaining POs renumbered.
Unit 16.0 PO 16.1.1, in Module 16.1 is former PO 16.1.2.		
Unit 17.0 This course revised to a course in Community CPR and First Aid, as certified by a duly authorized agency on this subject matter.		

Knowledge and Skill Maps: (all maps had revisions to their content wording as well as revised linkages to the validated statewide core tasks, only those that had new tasks added, had tasks deleted or are a new map are noted below):

	<u>Revised Map #</u>		<u>Action</u>
	1.1		New Task #74
	1.2		New Task #4
	1.3		New Task #5
	2.1		New Task #8
	2.2		New Task #19
	3.2		New Task #28
	4.8		Deleted Task #40
	4.9		Deleted Task #44
	8.1		New Tasks #91, #92, #192
	14.1		New Task #184
	14.3		New Map and Task #202

INTRODUCTION

The primary purpose of this core training course manual is to introduce and guide training providers and local corrections agencies as they prepare entry level staff for the job of a correctional professional. These specific guidelines are for the development and evaluation of entry core courses in order to maintain STC certification. Therefore it is important that training providers understand the following: (a) the assumptions which guided the development of the course, (b) the process by which they were developed, and (c) how to use the specifications in this course to prepare course lectures, lesson plans, materials, tests, etc.

The manual is divided into several sections. In Section A, the major assumptions which guided the development of the training course are presented. Because of the significant impact of these assumptions, it is essential that they be carefully considered. Without this understanding, the course will likely raise more questions than it answers.

In Section B, the Juvenile Counselor (JC) job is described in terms of its: (a) overall mission; (b) role and function in the California Criminal Justice System; (c) major tasks and responsibilities; and (d) knowledge and skill requirements. The most fundamental assumption underlying the development of the course was that it must be job-related. However, since the JC's job varies somewhat from one agency to another, one might reasonably ask: "To what job is the course related?" Section B answers this question.

Section C presents an overview for the JC Core Course. This overview, outline of the course content, shows the time to be spent on each unit/module and the sequencing of these topics. The suggested model that is presented exceeds the minimum instructional and testing allocations. It is in a suggested format for the purposes of guiding providers in presenting the course, making allowances for extra time and providing flexibility in the administration of their course.

Section D presents the prescribed performance objectives for the course. In a very real sense, these objectives are the heart and soul of the course. They are the fundamental building blocks for further course development, the means by which course purposes are communicated, the goals toward which trainees will strive, and the basis for developing methods to evaluate instructional effectiveness. To provide further guidance for course development efforts, instructional time percentages are presented for each objective.

In Section E, the Test by Performance Objective Index is presented. This index identifies the performance objectives which are to be included in each job knowledge, written skills, and behavior skills test in the course. It also provides the minimum number of items to be included in job knowledge tests. Together with the performance objectives and the course overview design (Sections D and C), the provider will use this index as a framework for test development.

Section F presents Performance Objectives by Core Tasks Index. This index documents the relationship of each performance objective to one or more important JC core tasks. A core task is one that is important and commonly performed by JCs statewide.

In Section G, the full list of JC core tasks is presented. This listing of the tasks is necessary because Section F only provides a task statement number for each performance objective. The core task list will allow the reader to examine in detail the relationship between performance objectives and the actual narrative statement of each validated core task.

In Section H, the Skill Map and Core Task linkages are presented. This index identifies those "maps" of the Knowledge and Skills Maps Manual that pertain to each core task. The maps contain the resource documentation for the performance of those task.

The last two Sections are actually separate documents. Section I addresses the physical conditioning curriculum for persons employed in these positions. Section J is the manual that presents the complete Knowledge and Skill Maps which are critical for presenters in the development of their lesson plans.

A. ASSUMPTIONS GUIDING DEVELOPMENT OF THE CORE TRAINING COURSE

Training design involves a series of decisions, many of which are critical to producing an effective instructional program. For example, the designers must repeatedly make decisions regarding the inclusion or exclusion of specific content in the training course. While such decisions are often complex and difficult, they are much more easily made if some basic assumptions or parameters have been established for the project. In this section of the manual, the assumptions which guided the development of the Juvenile Counselor (JC) Core Training Course are presented. They provide an essential framework for understanding the rationale behind the form and content of the training course.

Assumption #1: The content of the training course must be job related.

This assumption refers all decisions on training content, methods, and format back to the actual demands of the JC's job. To the extent that knowledge or skills are not essential to job performance, they should not be included in the training course.

Assumption #2: The training course should specify the training needed by "entry-level" JCs who have no prior training or experience in corrections.

This assumption identifies "entry-level" JCs as the target audience for the Core Training Course. The training needs of experienced JCs are not covered by this course. Although some entry-level JCs may have some background in corrections, the assumption of no prior training or experience ensures that the Core Training Course will cover the needs of all entry-level personnel, even those with no background at all.

Assumption #3: The training course should specify only those knowledge and skills which are essential for the newly hired JC to meet minimum performance standards for entry-level personnel and to obtain maximum benefit from subsequent on-the-job training and experience.

It is very important to recognize that the Core Training Course cannot and should not be expected to produce an experienced JC capable of handling every job assignment. The Core Training Course provides the trainee with the basic concepts, tools, skills, etc. necessary to make sense of the job and accelerate the learning process.

Assumption #4: Trainees will complete the entire Core Training Course prior to their first actual work assignment.

Assumption #4 is derived from Assumptions #2 and #3. Since trainees are assumed to have no prior background in corrections (Assumption #2), the Core Training Course must be completed before trainees begin to accumulate experience on the job. Following from Assumption #3, trainees should complete the Core Training Course prior to their first work assignment because this will allow them to most efficiently learn from their on-the-job experience and achieve proficiency as soon as possible.

Assumption #5: The Core Training Course should be administratively feasible and efficient.

Every training course must operate within certain administrative constraints (e.g., time, budget, personnel). The Core Training Course was designed with the following constraints in mind:

. Daily Schedule:

Daily course schedules will be of the traditional academy model of 8 hours per day, 5 days per training week.

. Testing Periods:

Testing will be scheduled in time blocks at the beginning or at the end of a training day where possible. This will provide for the use of a test proctor to monitor testing, rather than the instructor.

. Instructional and Testing Methods:

The traditional classroom training model is the preferred training delivery method. Where feasible, from an instructional perspective, it is recommended that the many subjects be presented with a variety of mixture of lecture, class discussion, demonstration, and role playing, along with the use of supportive multi-media technology.

The multiple choice test format is the preferred testing methodology for measuring knowledge-based performance objectives because of its proven value in measuring many different types of learning and its low cost.

B. DESCRIPTION OF THE JUVENILE COUNSELOR JOB

The Juvenile Counselor job can differ from one county to another and from one institution to another in the same county. To what job, then, is the training course related? The answer is "**...the course is related to the 'core' JC job...**," i.e., **those activities or tasks which are performed by JCs throughout the state, regardless of the location, size, budget, etc. of the employing agency.**

The description of this "core" job comes from two basic sources. First, the overall mission of the JC job and its place in the California Juvenile Justice System are established in state law. The second source of data about the "core" JC job comes from the statewide job analysis research projects conducted by the Standards and Training for Corrections (STC) Division of the California Board of Corrections.

Drawing upon each of these sources, this section of the manual will describe the "core" JC job in terms of its: (a) overall mission, (b) role and function in the California Justice System, (c) major tasks and responsibilities, and (d) knowledge and skill requirements.

Mission of the Juvenile Counselor

The overall mission of the Juvenile Counselor is to ensure a safe, secure, humane and constructive care for minors under the counselor's supervision and control. While the particulars of the mission may vary based upon the counselor's assignment, these are the principal objectives to be achieved:

- < **Ensure safety** - includes protection of the minors' health and physical well-being.
- < **Ensure security** - maintaining minors in custody as humanely and legally required for the protection of the community and themselves.
- < **Ensure constructive care** - includes minimizing any destructive effects of custody and promoting positive change in unacceptable behavior patterns.

Role and Function of the Juvenile Counselor

The role and function of the Juvenile Counselor are to carry out tasks as assigned, subject to state laws and regulations and the policies and procedures of the employing agency.

The tasks which make up the Juvenile Counselor job may differ greatly depending upon the type of institution to which the counselor may be assigned. The emphasis of each institution may vary substantially. Such basic differences may be related to the size of the institution, the degree of security, e.g., maximum, medium, minimum; the nature of the physical structure, e.g., concrete, wood, individual cells, dormitories, and many other characteristics. Each institution has its own unique character and will have assignments which will utilize the different skills of the counselors working within it.

Major Tasks and Responsibilities

The major tasks and responsibilities of the JC job in the State of California have been defined in the statewide job analysis and revalidation phases of the Standards Projects of years 1982-85, 1987, 1989-90, 1993-1994, and the current 1998-2000 sponsored by STC. For the purposes of this manual, only the highlights of these studies are presented.

The primary data gathering instrument in the statewide job analysis was a structured task questionnaire completed by JC job incumbents and supervisors. Respondents to the 1993-1994 analysis were asked to rate the frequency and importance of 208 job tasks, 48 pieces of job related equipment and 122 worker characteristics. These ratings were used to identify "core" tasks, i.e., those which are commonly performed by JCs across the state and which are perceived to be essential to the job. As a result, 171 of the 208 job tasks were identified as constituting the "core" JC job.

While each core task cannot be presented here (see Section G), the following task categories summarize the content

of the core job. They include:

Booking, Receiving and Releasing

	1. Obtaining details of charges from police report, reviewing booking forms and court documents, for purposes of meeting detention criteria.
	2.Processing juveniles (by assessing medical needs, taking custody of belongings, observing behavior, assigning housing).
	3.Verifying identity, performing necessary paperwork, and returning property before release.
	4.Completing booking sheets, preparing forms, cards, file jackets, and taking photographs and fingerprints.
	5.Notifying parents of juvenile's status.
	6.Observing/supervising juveniles while awaiting move to assigned housing.

Admissions/Orientation

	7.Issuing clothing and bedding.
	8.Briefing juvenile about facility, rules and procedures, discussing and having juvenile sign behavior/admission contract.
	9.Answering juvenile's questions about facility, staff, juvenile justice system.

Escorting and Transporting

	10.Transporting juveniles and equipment to desired location, with appropriate searching, surveillance, and restraints.

Supervising Juveniles (Daily Care and Custody)

	11.Supervising, inspecting, and instructing juvenile on room cleanliness and personal hygiene procedures.
	12.Identifying and dealing with medical and psychiatric needs.
	13.Supervising meal activities, including special diets, helping with food and equipment preparation and inspection.
	14.Breaking up disturbances, carrying out appropriate disciplinary action, evaluating juveniles' behavior for special programs.
	15.Interacting with juveniles, interviewing, informing, responding to questions.
	16.conducting bedding exchange, sorting, laundering dirty linen or clothing.

Supervising Juveniles (Recreational or Leisure Time Activities)

	17.Planning, scheduling, and supervising sports, game and library activities, checking equipment in and out.
	18.Coaching or participating in sports or game activities with juveniles.

Supervising Juveniles (Work Details)

	19.Inspecting and issuing equipment, instructing juveniles in safety procedures.
--	--

	20. Supervising work assignments and clean-up.

Casework

	21. Writing initial evaluation and treatment plan.
	22. Counseling juveniles individually and in groups.
	23. Evaluating progress and, with information from others, making further recommendations.

Record Keeping and Report Writing

	24. Keeping and updating daily records of juvenile special status, movement, funds, and behavior.
	25. Logging keys in and out, maintaining inventory, requisitioning repairs.
	26. Preparing reports of incidents, disciplinary action, individual evaluations, and escapes.

Searching and Securing

	27. Counting juveniles, verifying locations, screening mail.
	28. Routinely checking fences, equipment, patrolling hallways, perimeter.
	29. Keeping inventory of keys and dangerous tools.
	30. Investigating suspicious activities, searching people and areas, as necessary.
	31. Searching juveniles, facility, other areas, for contraband.
	32. Maintaining surveillance of juveniles.

Supervising Non-Inmate Movement and Visitors

	33. Admitting, screening, searching visitors and vehicles.
	34. Supervising contacts between juveniles, visitors and others.

Handling Emergencies

	35. Alerting all staff of emergency, evacuating juveniles, administering medical aid.
	36. Assisting other residential units, dispatching help.
	37. Extinguishing, helping extinguish fires, conducting fire drills.

Communicating

	38. Exchanging information with other shifts, central control, other personnel.
	39. Making announcements, testifying in court, notifying parents of changes.

	40. Providing information for visitors, regulatory agencies, parents/friends of juveniles.

Performing Physically Demanding Tasks

	41. Watching/listening for unusual activities.
	42. Running, climbing, jumping, balancing oneself in pursuit of an escapee.
	43. Physically subduing/separating violent or fighting juveniles.
	44. Lifting, pushing, carrying, dragging heavy objects.
	45. Walking or standing for long periods of time.

Miscellaneous and Required Special Functions

	46. Dealing with accidents and/or crimes within facility (investigating, arresting, charging).
	47. Maintain current job knowledge by attending meetings and training sessions, reading memos, log entries, and rules.
	48. Carrying out court orders, assisting and instructing juveniles in schoolwork, voluntary, and vocational activities.
	49. Testifying in court.

Supervising Other Detention Facility Personnel

	50. Training, scheduling, and evaluating personnel, giving assignments.

C. CORE TRAINING COURSE OUTLINE AND UNIT SCHEDULE

This section presents an outline, by Units and Modules, of the JC Core Training Course. The units and modules are hierarchically sequenced, since each curriculum subject is generally dependent on the subject matter that precedes it, which is conducive to the learning experience for the trainees/students. The minimum instructional time frames are noted for each unit and its modules. The allocation of time for the administration of the Job Knowledge Tests are not listed in this outline.

Course Outline

UNIT 1.0 AGENCY SPECIFIC TRAINING INTERVENTIONS

UNIT 2.0 CALIFORNIA CRIMINAL JUSTICE SYSTEMS ORIENTATION (7 Hours)

Module 2.1	Roles and Responsibilities of the Juvenile Counselor (4:00)
Module 2.2	Juvenile Justice System and Process (3:00)

UNIT 3.0 CODES, STATUTES, AND OTHER LEGAL DOCUMENTS (4 Hours)

Module 3.1	Legal Foundations for Juvenile Institutions (0:30)
Module 3.2	Reference Use of the Codes, CYA, and Juvenile Court Rules (1:00)
Module 3.3	Common Lawsuits Against Correctional Agencies and Employees (2:30)

UNIT 4.0 IDENTIFYING PSYCHOLOGICAL/MEDICAL PROBLEMS (16 Hours)

Module 4.1	Behavioral Observation (2:00)
Module 4.2	Indicators of Physical/Medical Problems (4:00)
Module 4.3	Indicators of Child Abuse (2:00)
Module 4.4	Indicators of Substance Use and Abuse (4:00)
Module 4.5	Indicators of Suicidal Tendencies (4:00)

UNIT 5.0 IDENTIFYING SECURITY PROBLEMS/PREDICTORS (8 Hours)

Module 5.1	Classification System (1:00)
Module 5.2	Contraband and Evidence (3:00)
Module 5.3	Common Weapons (0:30)
Module 5.4	Problems with Non-Resident Movement (1:00)
Module 5.5	Escape Risk (0:30)

Module 5.6	Conducting Searches (2:00)

UNIT 6.0 IDENTIFYING SOCIOLOGICAL/CULTURAL PROBLEMS
(8 Hours)

Module 6.1	Ethnic/Cultural Factors (2:00)
Module 6.2	Indicators of Gang Affiliation (4:00)
Module 6.3	Group Dynamics (2:00)

UNIT 7.0 ASSAULTIVE BEHAVIOR AND RESTRAINT TECHNIQUES
(12 Hours)

Module 7.1	Legal Issues (1:00)
Module 7.2	Management of Assaultive Behavior (2:00)
Module 7.3	Evasive Self-Defense (4:00)
Module 7.4	Use of Force (3:00)
Module 7.5	Mechanical Restraints (2:00)

UNIT 8.0 TRANSPORT/ESCORT
(2 Hours)

Module 8.1	Preparation and Follow Up for Transport (0:30)
Module 8.2	Transport/Escort Procedure (1:30)

UNIT 9.0 DAILY SUPERVISION
(14 Hours)

Module 9.1	Handling Emergencies (4:00)
Module 9.2	Handling Medication (1:00)
Module 9.3	Safety/Health Standards and Procedures (1:30)
Module 9.4	Clothing and Bedding (0:30)
Module 9.5	Supervising Meals (1:00)
Module 9.6	Communicating with Juveniles (1:00)
Module 9.7	Disciplinary Procedures (1:30)
Module 9.8	Use of Telephone (0:30)
Module 9.9	Recreation and Leisure (1:30)
Module 9.10	Work Details (1:30)

UNIT 10.0 SECURING THE INSTITUTION
(5 Hours)

Module 10.1	Juvenile Counts (1:00)
Module 10.2	Locks and Keys (0:30)
Module 10.3	Security Checks (3:30)

UNIT 11.0 GROUP AND INDIVIDUAL CASEWORK
(14 Hours)

Module 11.1	Scope of the Juvenile Counselor/Juvenile Inmate Relationship (1:00)
Module 11.2	Resources and Referrals (0:30)
Module 11.3	Crisis Intervention (4:00)
Module 11.4	Institutional Casework (2:00)
Module 11.5	Group Counseling (2:30)
Module 11.6	Counseling Goals and Plans (4:00)

UNIT 12.0 REPORT WRITING
(8 Hours)

Module 12.1	Interviewing/Information Gathering (4:00)
Module 12.2	Style and Content of Reports (4:00)

UNIT 13.0 BOOKING AND RECEIVING
(9 Hours)

Module 13.1	Legal Forms and Reports (4:00)
Module 13.2	Receiving and Orientation (5:00)

UNIT 14.0 RELEASING
(2 Hours)

Module 14.1	Release Procedure (2:00)

UNIT 15.0 PUBLIC RELATIONS
(0:30 Hour)

Module 15.1	Responding to Questions, Requests, Comments from the Public (0:30)

UNIT 16.0 TESTIFYING IN COURT
(1 Hour)

Module 16.1	Court Procedure, Role, and Process (0:30)
Module 16.2	Courtroom Demeanor and Dress (0:30)

--	--

UNIT 17.0 COMMUNITY CPR AND FIRST AID
(8 Hours)

UNIT 18.0 PHYSICAL CONDITIONING
(12 Hours)

JUVENILE COUNSELOR CORE COURSE MINIMUM TIME ALLOCATION

Instructional Time

Testing Methodologies Tests

<u>UNIT</u>	<u>HRS/MIN</u>	<u>JK Test#</u>	<u>W.S. Test#</u>	<u>B.S. Test#</u>	
1	*	*	*	*	
2	7:00	1	1		
3	4:00	2	2	1	
4	16:00	3,4,5,6,7,8	3,4,5,6,7	2	
5	8:00	9,10,11	8,9	3	
6	8:00	12,13	10		
7	12:00	14,15		4,5,6,7	
8	2:00	16	11	8	
9	14:00	17,18,19,	12,13,14,15		
		20,21,22			
10	5:00	23,24		9	
11	14:00	25,26,27	16,17,18,	10	
			19,20,21		
12	8:00	28	22,23,24,	11	
			25,26		
13	9:00	29,30	27	12	
14	2:00	31			
15	:30	32			
16	1:00	33			
17	8:00				
18	12:00			13	
Total	130:30 +	3:30	*	*	= 134:00

* = Agency specific subject matter, time and testing to be determined by agency

Unit = Unit of Instruction

J.K. = Job Knowledge Tests

W.S. and B.S. = Written Skills and Behavioral Skills Tests which are included in the instructional time.

INSTRUCTIONAL METHODOLOGIES

Noted below are two legends which will aid core course training providers in the development of their instructor's lesson plans and the Daily Course Outline pages of the Request for Certification (RFC) packet. These documents must be submitted for review to the STC Division of the Board of Corrections, as one of the steps in the certification and monitoring of core courses. Additional and more detailed information is available in the STC manual **Guidelines for Presenting Entry-Level Training Courses.**

The first legend provides a listing of various ways instructors may present the prescribed curriculum performance objectives and the second lists the prescribed testing procedures for measuring trainees'/students' learning of the subject matter.

Instructional/Presentation Alternatives

L	=	Lecture with visual aids and/or handouts
C	=	Case Study
VF	=	Videotape or Film
AT	=	Audiotape
D	=	Discussion
DM	=	Demonstration or Modeling
RP	=	Role Play
PF	=	Practice with Feedback

Prescribed Testing Methodologies

JK	=	Job Knowledge Test (e.g., multiple choice)
WS	=	Written Skills Test (e.g., essay, report)
BS	=	Behavior Skills Test (e.g., role play, demonstration)

SAMPLE COURSE PRESENTATION OUTLINE

The following is a sample presentation course outline for the Juvenile Counselor Core Course. It is provided for the purpose of aiding local corrections agencies and their core training providers as they develop a **Request for Certification** (RFC) packet. This is only a suggested presentation outline since some subject presentation areas exceed the minimum instructional testing hours requirements of the course, as introduced in the beginning of Section C and further detailed in Sections D and E of this manual.

<u>DAY</u>	<u>HOURS</u>	<u>SUBJECT</u>	<u>METHODOLOGY</u>
1	0800-0900	Orientation	
	0900-1200	Roles and Responsibilities of the Juvenile Counselor (Mod. 2.1)	L, V/F, D, WST #1
	1200-1300	Lunch	
	1300-1400	Roles and Responsibilities (contd.)	
	1400-1700	Juvenile Justice System and Process (Mod. 2.2)	"
2	0800-0830	Legal Foundations for Juvenile Institutions (Mod. 3.1)	L, C
	0830-0930	Reference Use of the Codes, CYA and Juvenile Court Rules (Mod. 3.2)	L, C, D
	0930-1200	Common Lawsuits Against Correctional Agencies and Employees (Mod. 3.3)	L, C, D, V/F, WST #2
	1200-1300	Lunch	
	1300-1500	Behavioral Observation (Mod. 4.1)	L, C, V/F, DM, RP, WST #3
	1500-1700	Physical Conditioning (Unit 18.0)	DM, PF, BST #13
3	0800-1200	Indicators of Physical/Medical Problems (Mod. 4.2)	L, C, DC, RP, BST #1
	1200-1300	Lunch	
	1300-1530	Indicators of Child Abuse (Mod. 4.3)	L, C, DC, PF, WST #4
	1530-1700	Physical Conditioning (Unit 18.0)	DM, PF
4	0800-1200	Indicators of Substance Use and Abuse (Mod. 4.4)	L, C, DC, DM, V/F, WST #5
	1200-1300	Lunch	
	1300-1700	Indicators of Suicidal Tendencies (Mod. 4.5)	L, C, DC, V/F, RP, PF, WST #6, WST #7

5	0800-0900	Classification System (Mod. 5.1)	L, C, DC, PF, WST #8
	0900-1200	Contraband and Evidence (Mod. 5.2)	L, C, DC, PF
	1200-1300	Lunch	
	1300-1330	Common Weapons (Mod. 5.3)	L, C, DC
	1330-1430	Problems with Non-Resident Movement (Mod. 5.4)	L, C, DC, WST #9
	1430-1500	Escape Risk (Mod. 5.5)	L, C, DC
	1500-1700	Physical Conditioning (Unit 18.0)	DM, PF
6	0800-0930	Job Knowledge Test (Modules 2.1 through 5.5)	JKT Proctor
	0930-1200	Conducting Searches (Mod. 5.6)	L, DC, DM, RP, PF, BST #2
	1200-1300	Lunch	
	1300-1530	Ethnic/Cultural Factors (Mod. 6.1)	L, V/F, DC, DM, RP
	1530-1700	Physical Conditioning (Unit 18.0)	DM, PF
7	0800-1200	Indicators of Gang Affiliation (Mod. 6.2)	L, V/F, DC, DM, RP, PF, BST #3
	1200-1300	Lunch	
	1300-1530	Group Dynamics (Mod. 6.3)	L, DC, C, DM, RP, WST #10
	1530-1700	Physical Conditioning (Unit 18.0)	DM, PF
8	0800-0900	Legal Issues (Mod. 7.1)	L, DC, C
	0900-1100	Management of Assaultive Behavior (Mod. 7.2)	L, DC, V/F
	1100-1200	Lunch	
	1200-1700	Evasive Self-Defense (Mod. 7.3)	L, DM, RP, PF, BST #4, BST #5
9	0800-1200	Use of Force (Mod. 7.4)	L, DM, RP, PF, BST #6
	1200-1300	Lunch	
	1300-1500	Mechanical Restraints (Mod. 7.5)	L, DM, RP, PF, BST #7
	1500-1530	Preparation and Follow Up for Transport (Mod. 8.1)	L, DC
	1530-1700	Transport/Escort Procedure (Mod. 8.2)	L, DC, DM, PF, WST #11, BST #8

10	0800-1200	Handling Emergencies (Mod. 9.1)	L, C, DC, DM, PF, WST #12
	1200-1300	Lunch	
	1300-1400	Handling Medication (Mod. 9.2)	L, C, DC
	1400-1530	Safety/Health Standards and Procedures (Mod. 9.3)	L, C, D, V/F, WST #13
	1530-1700	Physical Conditioning (Unit 18.0)	DM, PF
11	0800-0900	Job Knowledge Test (Modules 5.6 through 9.3)	JKT Proctor
	0900-0930	Clothing and Bedding (Mod. 9.4)	L, DC
	0930-1030	Supervising Meals (Mod. 9.5)	L, DC, C, V/F
	1030-1200	Communicating with Juveniles (Mod. 9.6)	L, DC, C, V/F
	1200-1300	Lunch	
	1300-1430	Disciplinary Procedures (Mod. 9.7)	L, DC, DM, PF, WST #14
	1430-1500	Use of Telephone (Mod. 9.8)	L, DC
	1500-1700	Recreation and Leisure (Mod. 9.9)	L, DC, V/F
12	0800-0930	Work Details (Mod. 9.10)	L, DC, C, WST #15
	0930-1030	Juvenile Counts (Mod. 10.1)	L, C, DC, V/F
	1030-1100	Locks and Keys (Mod. 10.2)	L, DC, C
	1100-1200	Lunch	
	1200-1530	Security Checks (Mod. 10.3)	L, DC, C, DM, BST #9
	1530-1700	Physical Conditioning (Unit 18.0)	DM, PF
13	0800-0900	Scope of the Juvenile Counselor and Juvenile Inmate Relationship (Mod. 11.1)	L, DC, C
	0900-1000	Resources and Referrals (Mod. 11.2)	L, DC, C, WST #16
	1000-1200	Crisis Intervention (Mod. 11.3)	L, DC, C, DM, PF, WST #17
	1200-1300	Lunch	
	1300-1500	Crisis Intervention (Mod. 11.3 continued)	"
	1500-1700	Institutional Casework (Mod. 11.4)	L, DC, C, DM, PF, WST #18

14	0800-1030	Group Counseling (Mod. 11.5)	L, DC, C, DM, RP, PF, BST #10
	1030-1200	Counseling Goals and Plans (Mod. 11.6)	L, DC, C, DM, RP, PF, WST #19, WST #20, WST #21
	1200-1300	Lunch	
	1300-1530	Counseling Goals and Plans (Mod. 11.6 contd.)	"
	1530-1700	Physical Conditioning (Unit 18.0)	DM, PF, BST #13
15	0800-1200	Interviewing/Information Gathering (Mod. 12.1)	L, DC, DM, RP, PF, BST #11, WST #22, WST #23
	1200-1300	Lunch	
	1300-1700	Style and Content of Reports (Mod. 12.2)	L, DC, DM, RP, PF, WST #24, WST #25, WST #26
16	0800-0930	Job Knowledge Test (Modules 9.4 through 12.2)	JKT Proctor
	0930-1200	Legal Forms and Reports (Mod. 13.1)	L, DC, C, DM, PF
	1200-1300	Lunch	
	1300-1430	Legal Forms and Reports (Mod. 13.1 contd.),	L, DC, C, DM, PF
	1430-1700	Receiving and Orientation (Mod. 13.2)	L, DC, DM, PF, RP, WST #27, BST #12
17	0800-1030	Receiving and Orientation (Mod. 13.2 contd.)	L, DC, DM, PF, RP
	1030-1230	Release Procedure (Mod. 14.1)	L, DC, DM, PF
	1230-1330	Lunch	
	1330-1400	Responding to Questions, Requests, Comments from the Public (Mod. 15.1)	L, DC, C
	1400-1430	Court Procedure, Role, and Process (Mod. 16.1)	L, DC, V/F
	1430-1500	Courtroom Demeanor and Dress (Mod. 16.2)	L, DC, V/F
	1500-1600	Job Knowledge Test (Modules 13.1 through 16.2)	JKT Proctor
	1600-1630	Physical Conditioning (Unit 18.0)	BST #13
	1630-1700	Course Summary and Evaluations	
18	0800-1200	Community CPR/First Aid (Unit 17.0)	L, DC, DM, PF
	1200-1300	Lunch	
	1300-1700	Community CPR/First Aid (Unit 17.0)	"

--

D. PERFORMANCE OBJECTIVES AND DESIGN SPECIFICATIONS

In this section, the performance objectives are presented for each course module that makes up a unit of instruction. To provide further support to the training provider, the objectives have been placed in an appropriate hierarchical learning sequence, i.e., **the units of instruction should be taught in the numerical order in which they appear in this manual** (the exception to this is Unit 18.0, Physical Conditioning, which should be spread over several training days).

The **Performance Objectives (PO)** are written as a **measurable statement** that **describes an expected learning outcome to be achieved and demonstrated by a trainee** upon completion of the core training course.

The **instructional time** assigned to the Units and Modules are presented in "**dedicated**" **time frames**. The **instructional time percentages** assigned to the performance objectives notes an **allocation of importance within the modules of instruction**. The instructional time is the minimum amount of time for the subjects presentation. Training providers are encouraged to exceed these minimums and may request approval for certification of these increased time allocations, after negotiations with "user" correctional agencies.

A **minimum number of test items is noted for each objective**. The allocation of time for the administration of these **Job Knowledge Tests (JKT)** are in addition to these and are found in Section E. These tests should not be confused with the **Performance Tests**, i.e., **Written Skills Tests (WST)** and **Behavior Skills Tests (BST)**. These types of tests occur as part of the instructor's presentation since they are simulations of job activities.

The minimum instructional times and number of Job Knowledge Test items are based on rational considerations of the complexity and difficulty of the objective. As a rule of thumb, in developing multiple choice tests, most test takers can complete a single, four-alternative multiple choice item in about thirty seconds (or 120 test items per hour).

UNIT 1.0

AGENCY SPECIFIC

(This Unit can be used by the agency or provider for the presentation of subject matter that meets a specific need of the target trainees, e.g., Orientation, Curriculum Overview and Trainee Expectations and Responsibilities in Core Courses, Consent Decree Issues, or PC 832 Arrest Powers. The provider will need to develop measurable performance objectives in order to secure STC approval and certification of this subject matter. This unit would be in addition to the required minimum 134 hours prescribed in the Juvenile Counselor Core Course. The provider has the flexibility to present this unit prior to, at the end of, or within the prescribed Core Course, dependent upon approval of the rationale presented by the provider or the user agency.)

UNIT 2.0
California Criminal Justice Systems Orientation
Unit Instructional Time = 7:00

MODULE 2.1: ROLES AND RESPONSIBILITIES OF THE JUVENILE COUNSELOR
Instructional Time: 4:00

PERFORMANCE OBJECTIVES:

2.1.1 Identify the legally mandated mission of the California Justice System and Juvenile Justice System.

Instructional % = 10% - JK #1/2 Items

2.1.2 Identify the major roles and responsibilities of the Juvenile Counselor in the Juvenile Justice System.

Instructional % = 15% - JK #1/3 Items

2.1.3 Identify the characteristics of a Juvenile Counselor corrections professional:

- . sharing of a common set of principles and goals
- . achieving a recognized body of knowledge pertaining to the correctional employee
- . belonging to one or more organizations which promote the interests of the profession
- . subscribing to a code of ethics that regulates the interests of the profession

Instructional % = 10% - JK#1/2 Items

2.1.4 Identify why Juvenile Counselors, on and off duty, should exemplify the highest ethical and moral standards:

- . to promote professionalism
- . to gain public support for the profession
- . to earn the respect and confidence of peers
- . to maintain a sense of self worth and pride

Instructional % = 10% - JK #1/2 Items

2.1.5 Given a scenario, describe the best methods for handling unethical situations, including principles such as:

- . expressing verbal disapproval of minor infractions of co-workers
- . discussing continued infractions with a supervisor
- . reporting misconduct to a supervisor
- . preventing criminal behavior, if possible, and reporting it to a supervisor immediately

Instructional % = 45% - WST #1

2.1.6 Identify the problems associated when a correctional employee violates the law:

- . incurs public disrespect for the law and corrections profession
- . provides mixed messages to the public as to the meaning and the application of law to all

Instructional % = 10% - JK #1/2 Items

2.1.7 Identify the problems associated with the acceptance of gratuities:

- . creates negative public image
- . obligates the person to the gift giver
- . may lead to the acceptance of larger gifts, serious misconduct, or the commission of a crime

Instructional % = 10% - JK #1/2 Items

2.1.8 Identify why it is necessary to take positive action when becoming aware of unethical and/or criminal conduct of other correctional professionals:

- . to maintain public trust
- . to prevent further misconduct
- . to permit corrective action to take place

Instructional % = 10% - JK #1/2 Items

MODULE 2.2: JUVENILE JUSTICE SYSTEM AND PROCESS

Instructional Time: 3:00

PERFORMANCE OBJECTIVES:

2.2.1 Identify the major historical milestones in the Juvenile Justice System in the United States and in the State of California.

Instructional % = 16% - No Test

2.2.2 Identify the major current trends in juvenile justice in the United States and in the State of California.

Instructional % = 16% - No Test

2.2.3 Identify the major steps in the Juvenile Justice System from custody to disposition.

Instructional % = 16% - JK #1/1 Item

2.2.4 Identify the major types of dispositions in juvenile cases.

Instructional % = 16% - JK #1/1 Item

2.2.5 Identify the roles and relationships of the following components in the Juvenile Justice System.

- . law enforcement agencies (police, sheriffs, INS, etc.)
- . juvenile court judge, referee, commissioner
- . juvenile traffic court
- . defense attorney/prosecuting attorney
- . juvenile institutions (juvenile halls, ranches, camps, schools)
- . probation department
- . probation officer
- . community agencies
- . parents
- . CYA
- . social services department
- . legislature
- . Department of Corrections
- . juvenile justice agencies
- . jurisdictional hearing
- . detention hearing
- . dispositional hearing
- . juvenile justice commission

Instructional % = 35% - JK #1/3 Items

UNIT 3.0
Codes, Statutes, and Other Legal Documents
Unit Instructional Time = 4:00

MODULE 3.1: LEGAL FOUNDATIONS FOR JUVENILE INSTITUTIONS
Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

3.1.1 Identify the primary legal references and sources that impact the work of a Juvenile Counselor. These include:

- . California Youth Authority Standards
- . Codes
- . Statutes
- . Case law
- . Juvenile court orders

Instructional % = 100% - JK #2/4 Items

MODULE 3.2: REFERENCE USE OF THE CODES, CYA, AND JUVENILE COURT RULES
Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

3.2.1 Given a reference to a specific Code section or topic, demonstrate the procedure for accessing that section or information on that topic.

Instructional % = 7% - No Test

3.2.2 Given a sample Code violation, classify it as a misdemeanor or felony using the relevant Code for reference.

Instructional % = 7% - No Test

3.2.3 Identify the major categories of minors in the juvenile justice system. They include:

- . dependents (WIC 300)
- . status offenders (WIC 601)
- . delinquents (WIC 602)
- . minors certified to criminal court (WIC 707)

Instructional % = 15% - JK #2/2 Items

3.2.4 Identify the major types of institutional holds and their respective documents, including:

- . warrants
- . interagency transfer
- . jail orders
- . remand orders
- . bail documents
- . courtesy
- . parole
- . Federal/I.N.S.

Instructional % = 22% - JK #2/2 Items

3.2.5 Identify the judicial council/juvenile court rules pertaining to investigative procedures, such as rules of evidence, grievance hearings and disciplinary procedures.

Instructional % = 33% - JK #2/3 Items

MODULE 3.3: COMMON LAWSUITS AGAINST CORRECTIONAL AGENCIES AND EMPLOYEES
Instructional Time: 2:30

PERFORMANCE OBJECTIVES:

3.3.1 Identify the major areas of liability of the Juvenile Counselor and the possible consequences associated with each. The major issues include:

- . searches
- . disciplinary procedures
- . use of force/restraints/chemical agents
- . supervision of juveniles of opposite sex
- . medical care
- . court orders
- . confidentiality
- . special orders (phone calls, visits, menu, non-association, protective custody)
- . casework
- . suicide

Instructional % = 40% - JK #2/5 Items

3.3.2 Given sample situations dealing with juveniles within each of the major areas of legal liability, generate appropriate action to be taken by the Juvenile Counselor.

Instructional % = 40% - WST #2

3.3.3 Identify the laws, policies and procedures regarding confidentiality (i.e., Criminal Offender Record Information-CORI), including dealing with family members and the public.

Instructional % = 7% - JK #2/1 Item

3.3.4 Define what constitutes legal and non-legal mail.

Instructional % = 7% - JK #2/1 Item

3.3.5 Identify the procedure for reviewing incoming and outgoing mail.

Instructional % = 6% - JK #2/1 Item

UNIT 4.0
Identifying Psychological/Medical Problems
Unit Instructional Time = 16:00

MODULE 4.1: BEHAVIORAL OBSERVATION
Instructional Time: 2:00

PERFORMANCE OBJECTIVES:

- 4.1.1 Presented with a simulated interview or interaction between a client and a Juvenile Counselor, generate a brief written description of the client's behavior.

Instructional % = 50% = WST #3

- 4.1.2 Given sample descriptions of juvenile group interactions, identify those juveniles displaying behavioral adjustment problems.

Instructional % = 50% - JK #3/5 Items

MODULE 4.2: INDICATORS OF PHYSICAL/MEDICAL PROBLEMS
Instructional Time: 4:00

PERFORMANCE OBJECTIVES:

- 4.2.1 Given verbal or visual descriptions of a client's behavior and appearance, identify the potential existence of a physical problem which calls for medical attention.

Instructional % = 12% - JK #4/5 Items

- 4.2.2 Define those infectious diseases most likely to show up in an institutional setting (e.g., AIDS, hepatitis, lice, T.B.).

Instructional % = 25% - JK #4/5 Items

- 4.2.3 Identify the modes of transmission of infectious diseases, (including AIDS, hepatitis A and B, venereal diseases, T.B., lice, etc.).

Instructional % = 25% - JK #4/5 Items

- 4.2.4 Demonstrate the "universal safety precautions" and their application to institutional environs.
Instructional % = 25% - BST #1

4.2.5 Identify the components and uses of the Personal Protective Equipment (PPE) kits.

- . gloves
- . gown
- . goggles
- . face mask
- . cleaning supplies/absorbent materials
- . shoe coverings
- . disposal bag (red)

Instructional % = 13% - JK #4/1 Item

MODULE 4.3: INDICATORS OF CHILD ABUSE

Instructional Time: 2:00

PERFORMANCE OBJECTIVES:

4.3.1 Identify the major personality, behavioral and physical indicators of child abuse.

Instructional % = 38% - JK #5/10 Items

4.3.2 Given verbal or visual descriptions of a juvenile's behavior and appearance, generate an opinion and rationale regarding the likelihood of child abuse.

Instructional % = 38% - WST #4

4.3.3 Identify the child abuse reporting laws and procedures.

Instructional % = 25% - JK #5/4 Items

MODULE 4.4: INDICATORS OF SUBSTANCE USE AND ABUSE

Instructional Time: 4:00

PERFORMANCE OBJECTIVES:

4.4.1 Generate a description of the common behavioral characteristics, patterns, and physical symptoms associated with common drugs used by juveniles.

Instructional % = 35% - JK #6/10 Items

4.4.2 Given verbal or visual descriptions of a juvenile's behavior and appearance, generate an opinion regarding the likelihood of substance abuse and the type of drug involved.

Instructional % = 40% - WST #5

4.4.3 Given a sample of a commonly used drug, identify its generic and street name.

Instructional % = 5% - JK #7/5 Items

4.4.4 Identify the appropriate steps for the Juvenile Counselor to follow in handling a drug overdose, including obtaining medical attention for the juvenile and investigating for the source of the drugs.

Instructional % = 20% - JK #7/3 Items

MODULE 4.5: INDICATORS OF SUICIDAL TENDENCIES
Instructional Time: 4:00

PERFORMANCE OBJECTIVES:

- 4.5.1 Identify the behavioral and emotional characteristics and patterns of a potentially suicidal juvenile, as well as critical times for these juveniles.

Instructional % = 33% - JK #8/10 Items

- 4.5.2 Given verbal and visual descriptions of a juvenile's behavior and appearance, generate an opinion regarding the degree of suicide risk indicated.

Instructional % = 33% - WST #6

- 4.5.3 Identify the steps a juvenile counselor should take to prevent suicidal attempts, including;

- . conduct medical screening,
 - . review arrest reports/arresting officer,
 - . review prior institutional history,
 - . interview minor and family members,
 - . monitor/observe behavior,
 - . consult mental health staff,
 - . provide a suicide watch,
 - . removal of potential suicide materials from rooms,
- and complete a suicide screening/reporting form.

Instructional % = 33% - WST #7

UNIT 5.0

Identifying Security Problems/Predictors

Unit Instructional Time = 8:00

MODULE 5.1: CLASSIFICATION SYSTEM

Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

5.1.1 Identify key classification factors. These include:

- . size, age, gender
- . sophistication
- . prior escapes
- . assault history
- . gang affiliation
- . sexual orientation/behavior
- . unusual physical/mental conditions
- . friends, family members, or victims already in custody

Instructional % = 50% - JK #9/3 Items

5.1.2 Identify the consequences of incorrectly classifying a juvenile. These include:

- . escape
- . assault
- . sexual activity or assault
- . danger to self or staff

Instructional % = 25% - JK #9/2 Items

5.1.3 Given a sample case file and sample facility roster, classify the juvenile and assign housing according to key classification factors.

Instructional % = 25% - WST #8

MODULE 5.2: CONTRABAND AND EVIDENCE

Instructional Time: 3:00

PERFORMANCE OBJECTIVES:

5.2.1 Identify the common types of contraband, the typical ways they are brought into the institution, and the typical ways they are passed in the institution.

Instructional % = 15% - JK #10/3 Items

5.2.2 Identify the common types of contraband that juveniles make in institutions.

Instructional % = 7% - JK #10/2 Items

5.2.3 Identify the reasons a Juvenile Counselor must be aware of contraband within the institution. These include:

- . prevents medical and legal problems from smuggled drugs

- . prevents injury to staff or juveniles
- . helps maintain control

Instructional % = 7% - JK #10/1 Item

- 5.2.4 Given a list of items, identify those items that are illegal contraband.

Instructional % = 7% - JK #10/2 Items

- 5.2.5 Given a list of items, identify those items that are contraband, but not necessarily illegal.

Instructional % = 7% - JK #10/2 Items

- 5.2.6 Identify procedures for disposal of contraband.

Instructional % = 5% - JK #10/2 Items

- 5.2.7 Define "Chain of Custody."

Instructional % = 7% - JK #10/2 Items

- 5.2.8 Identify the elements which must be documented to maintain the "chain of custody" including:

- . who found the contraband/evidence
- . where it was found
- . who recovered and marked it
- . who transported it
- . where it was logged-in and stored
- . the contraband's/evidence's condition before and after handling

Instructional % = 7% - JK #10/2 Items

- 5.2.9 Identify and define the following terms:

- . Burden of Proof (obligation to produce evidence)
- . Contraband (item which is illegal to possess and mere possession is a violation)
- . Evidence (Evidence Code Section 140)
- . Reasonable Cause Searches (persons in custody subject to searches for lower level of cause)
- . Proof (establishment of fact)
- . Spontaneous Statements (statements made in response to a sudden or startling event)

Instructional % = 7% - JK #10/2 Items

5.2.10 Identify the reasons for offering evidence in court, including:

- . an item of proof of a crime or incident
- . to impeach a witness
- . to confront testimony of a witness
- . to assist court in its determinations

Instructional % = 7% - JK #10/ 2 Items

5.2.11 Identify the tests that evidence must successfully pass before it may be entered into criminal court (Evidence Code Section 210) including:

- . must be relevant
- . must be competently presented in court
- . must have been legally obtained

Instructional % = 7% - JK #10/2 Items

5.2.12 Identify the main purpose of the "Rules of Evidence;" protects the jury from seeing or hearing evidence that is:

- . likely to confuse the issues (e.g., irrelevant or unreliable)
- . unfairly prejudicial (e.g., other acts of the juvenile are unrelated to the charges)
- . unduly time consuming to present in court

Instructional % = 7% - JK #10/2 Items

5.2.13 Identify the procedure for securing a crime scene or incident area.

Instructional % = 9% - JK #10/2 Items

MODULE 5.3: COMMON WEAPONS
Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

5.3.1 Identify the common ways in which weapons are brought into institutions, and how they are concealed once in the institution.

Instructional % = 33% - JK #10/2 Items

5.3.2 Identify the consequences of allowing weapons to be held in the institution. These include:

- . escape
- . injury to staff or juvenile
- . danger to community

Instructional % = 33% - JK #10/1 Item

5.3.3 Given a list of everyday items, identify those that can be made into weapons or used as weapons in their original form, including:

- . office supplies
- . classroom supplies
- . maintenance equipment
- . recreational equipment

Instructional % = 33% - JK #10/2 Items

MODULE 5.4: PROBLEMS WITH NON-RESIDENT MOVEMENT

Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

5.4.1 Identify problem situations common with parental visits.

Instructional % = 11% - JK #11/1 Item

5.4.2 Identify common problems that can occur during sibling visits.

Instructional % = 11% - JK #11/1 Item

5.4.3 Identify common problems that can occur during court personnel visits.

Instructional % = 11% - JK #11/1 Item

5.4.4 Identify the benefit of careful supervision during non-resident movement or visits. These include:

- . controls what comes in and out of institution
- . promotes staff and juvenile safety
- . avoids medical problems from smuggled drugs
- . provides information or insight into parent-child interactions

Instructional % = 33% - JK #11/2 Items

5.4.5 Given sample situations with juveniles and non-residents, generate an opinion regarding the likelihood of problems and identify reasons why.

Instructional % = 33% - WST #9

5.4.6 Given a list of items, identify which items can be brought into the institution by visitors.

Instructional % = 11% - JK #11/2 Items

MODULE 5.5: ESCAPE RISK

Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

5.5.1 Identify areas and situations in which the risk of escape is high. For example:

- . transport
- . loading dock
- . receiving area
- . outside work detail
- . any unsecured area or "blind spot"
- . internal movement

Instructional % = 100% - JK #11/3 Items

MODULE 5.6: CONDUCTING SEARCHES

Instructional Time 2:00

PERFORMANCE OBJECTIVES:

5.6.1 Identify the legal principles inherent in conducting clothed (pat-down) and unclothed (strip) searches.

Instructional % = 8% - JK #11/2 Items

5.6.2 Identify those places on males and females where weapons or contraband may be concealed.

Instructional % = 8% - JK #11/2 Items

5.6.3 Identify the legal principles involved in the searching persons of the opposite sex.

Instructional % = 4% - JK #11/1 Item

5.6.4 Identify the "universal safety precautions" for conducting searches, e.g., use of gloves, how to avoid razor cuts or needle sticks, etc.

Instructional % = 5% - JK #11/1 Items

5.6.5 Identify the methods of the search of an individual, including:

- . constant alertness
- . thoroughness of search
- . searching systematically (standing, kneeling, prone)
- . searching opposite sex

Instructional % = 75% - BST #2

UNIT 6.0
Identifying Sociological/Cultural Problems
Unit Instructional Time = 8:00

MODULE 6.1: ETHNIC/CULTURAL FACTORS
Instructional Time: 2:00

PERFORMANCE OBJECTIVES:

- 6.1.1 Identify the reasons for taking ethnic/cultural factors into consideration when dealing with juveniles.

Instructional % = 25% - JK #12/1 Item
- 6.1.2 Given a list of the common ethnic and religious groups found in institutions, identify their significant attitudes, beliefs, and values.

Instructional % = 25% - JK #12/1 Item
- 6.1.3 Given a list of the common ethnic and religious groups found in institutions, identify group similarities and differences that can result in intergroup problems in institutions.

Instructional % = 25% - JK #12/2 Items
- 6.1.4 Identify reasons for maintaining an awareness and sensitivity to the variety of cultures that the juvenile inmate population represents, including:

 . group control
 . safe environment for staff and juveniles
 . reduces behavioral conflicts

Instructional % = 25% - JK #12/2 Items

MODULE 6.2: INDICATORS OF GANG AFFILIATION
Instructional Time: 4:00

PERFORMANCE OBJECTIVES:

- 6.2.1 Identify the characteristics of a juvenile's behavior and appearance when affiliated with a gang, including various specific gangs.

Instructional % = 9% - JK #12/1 Item
- 6.2.2 Given a description of a juvenile, identify the likelihood of a gang affiliation.

Instructional % = 20% - JK #12/1 Item
- 6.2.3 Identify the consequences of not taking gang affiliations into consideration when working in institutions.

Instructional % = 9% - JK #12/1 Item
- 6.2.4 Identify those signs, symbols, emblems and/or graffiti that indicate gang affiliation or sympathies.

Instructional % = 22% - JK #12/2 Items

- 6.2.5 Identify processes that gangs or other subcultures use in institutions to recruit members and control the behavior of others.
Instructional % = 15% - JK #12/2 Items
- 6.2.6 Identify techniques for interviewing gang members.
Instructional % = 12% - BST #3
- 6.2.7 Identify the relationship between local institutional gangs and/or subcultures with other members in state operated facilities.
Instructional % = 12% - JK #12/2 Items

MODULE 6.3: GROUP DYNAMICS
Instructional Time: 2:00

PERFORMANCE OBJECTIVES:

- 6.3.1 Identify verbal and nonverbal warning signs to be monitored when dealing with groups of juveniles.
Instructional % = 16% - JK #12/1 Item
- 6.3.2 Given a sample description of a situation involving a group of juveniles, identify the group leader and the juvenile most likely to be victimized.
Instructional % = 16% - JK #12/1 Item
- 6.3.3 Given a visual or verbal description of the behavior and appearance of a group of juveniles, generate an opinion and rationale regarding the likelihood of conflict.
Instructional % = 19% - WST #10
- 6.3.4 Given descriptions of situations with groups of juveniles, identify a group dynamics problem common to each situation. For example:
- . meal time
 - . group counseling sessions
 - . bathroom/shower activities
 - . competitive game playing
 - . work detail
- Instructional % = 33% - JK #13/5 Items

6.3.5 Identify the reasons for dealing with group dynamics when working in the institution.

Instructional % = 16% - JK #12/1 Item

UNIT 7.0
Assaultive Behavior and Restraint Techniques
Unit Instructional Time = 12:00

MODULE 7.1: LEGAL ISSUES
Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

7.1.1 Identify case laws relevant to the concept of reasonable force.

Instructional % = 33% - JK #14/1 Item

7.1.2 Given descriptions of situations in an institution, identify the appropriate degree of force that should be used.

Instructional % = 66% - JK #14/2 Items

MODULE 7.2: MANAGEMENT OF ASSAULTIVE BEHAVIOR
Instructional Time: 2:00

PERFORMANCE OBJECTIVES:

7.2.1 Identify and give behavioral examples of the five phases of the assaultive behavior cycle. The phases include:

- . triggering phase
- . escalation phase
- . crisis phase
- . recovery phase
- . post-crisis depression phase

Instructional % = 30% - JK #15/5 Items

7.2.2 Identify the relationship between physiological arousal and quality of judgment during assaultive behavior cycle.

Instructional % = 12% - JK #14/1 Item

7.2.3 Identify Juvenile Counselor behaviors that can escalate or de-escalate problems in each phase of the assaultive behavior cycle.

Instructional % = 20% - JK #14/2 Items

7.2.4 Given sample descriptions of interpersonal situations with juveniles, identify predictors of assaultive behavior.

Instructional % = 12% - JK #14/2 Items

7.2.5 Given descriptions of interpersonal situations that may escalate or have escalated to violence, identify behavioral descriptions of appropriate Juvenile Counselor actions which take safety and reasonable force into consideration.

Instructional % = 12% - JK #14/2 Items

7.2.6 Identify the rules to follow to prevent violent interpersonal situations. These include:

- . listen for unusual quiet or loud noise level of group
- . confront situation - diffuse tension before problem breaks out; verbally de-escalate
- . remain calm and in control
- . do not turn your back on juvenile
- . isolate or separate problem juveniles when possible
- . call for help when needed
- . communicate with staff on the same and other shifts
- . lock up the rest of group or isolate them

Instructional % = 12% - JK #14/2 Items

MODULE 7.3: EVASIVE SELF-DEFENSE
Instructional Time: 4:00

PERFORMANCE OBJECTIVES:

7.3.1 Identify the general rules to follow in defending oneself against an assault. These include:

- . avoid using physical intervention unless there is a clear and present danger of physical injury
- . seek the position of defense
- . get help as soon as possible
- . use your weight and leverage against the client's strength
- . use the least amount of physical force necessary to control the situation
- . when there is a choice, grasp the client by the clothing rather than by the flesh
- . grasp the limbs at points just above the joints to avoid injuries and gain better leverage
- . recognize that complete control of the client's movement is impossible
- . when holding juvenile against a wall or floor, restrict their mobility by holding their face to the surface
- . minimize the space available to the juvenile and maximize the space available to staff
- . once contact has been made, do not let go until all others agree that it is safe
- . let others know in advance if you must let go
- . contact supervisor
- . document

Instructional % = 15% - JK #14/2 Items

7.3.2 In a simulated assault, execute evasive responses to the following types of attacks:

- . hooking blow with hand
- . overhead blow with hand
- . jabbing blow with or without weapon
- . head-on charge
- . kicking
- . choking
- . bear hug
- . hair pulling
- . biting
- . attack with chair
- . attack with weapons

Instructional % = 60% - BST #4

7.3.3 In a simulated assault, execute a defensive response demonstrating the principle of balance control.

Instructional % = 20% - BST #5

7.3.4 Identify the potential physical injuries that can result from the use of various holds.

Instructional % = 5% - JK #14/1 Item

MODULE 7.4: USE OF FORCE
Instructional Time: 3:00

PERFORMANCE OBJECTIVES:

7.4.1 Identify the steps in the Use of Force continuum and the appropriate times for their use, including:

- . physical presence of the juvenile counselor
- . verbal/psychological intervention
- . use of physical control techniques
- . mechanical restraints
- . chemical agents
- . temporary incapacitation
- . deadly force

Instructional % = 25% - JK #14/5 Items

7.4.2 In a simulated incident, demonstrate the various appropriate responses, including:

- . distraction
- . triangular approach and intervention
- . approaching a sitting and/or a standing juvenile
- . use of equipment (e.g., mattress, blocking bag)
- . "take down"
- . control holds

Instructional % = 75% - BST #6

MODULE 7.5: MECHANICAL RESTRAINTS
Instructional Time: 2:00

PERFORMANCE OBJECTIVES:

7.5.1 In a simulated interaction calling for the use of mechanical restraint, execute the application of the following:

- . leg restraints
- . protective helmet
- . belt, chain or strap

Instructional % = 100% - BST #7

UNIT 8.0
Transport/Escort
Unit Instructional Time = 2:00

MODULE 8.1: PREPARATION AND FOLLOW-UP FOR TRANSPORT
Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

8.1.1 Identify the steps to follow in preparing for and following up the transport of a juvenile to and from locations outside the facility. These include:

- . check to see if court permission is necessary to take juvenile out
- . search vehicle for contraband
- . conduct vehicle safety check
- . locate radio equipment
- . plan route to destination and parking
- . check classification of juvenile being transported
- . have proper identification
- . search juvenile for contraband
- . apply appropriate restraints
- . set limits/expectations before leaving
- . record and report time and mileage
- . plan meal breaks if a long transport and make sure the minor has eaten before leaving
- . ask minor if he/she needs to use the bathroom before leaving the facility
- . determine if additional staff are needed (e.g., security issues, staff relief, hospital stay)

Instructional % = 100% - JK #16/5 Items

MODULE 8.2: TRANSPORT/ESCORT PROCEDURE
Instructional Time: 1:30

PERFORMANCE OBJECTIVES:

8.2.1 Identify the key issues/rules for transporting and escorting juveniles. These include:

- . know the classification status of the juvenile
- . keep juvenile in restraints and, when possible, out of public places
- . walk where you can see juvenile at all times
- . never let juvenile out of your sight
- . keep keys secure
- . when with group of juveniles, take continual counts
- . notify staff that transport is in process
- . take directly to destination and return
- . know how to get to destination efficiently and securely
- . do not discuss juvenile with the public
- . do not park illegally

Instructional % = 22% - JK #16/4 Items

8.2.2 Identify necessary precautions and special procedures for transporting persons of the opposite sex.

- . log and report departure and arrival times and mileage
- . avoid opposite sex transport, if possible
- . have co-worker of same sex as juvenile accompany, if possible

- . follow departmental policies

Instructional % = 22% - JK #16/4 Items

- 8.2.3 Given written or verbal descriptions of transport situations, generate an appropriate plan for conducting each transport.

Instructional % = 25% - WST #11

- 8.2.4 Identify the consequences of not properly transporting juveniles. These include:

- . escape
- . danger to community
- . assault
- . injury to juvenile or staff
- . credibility of department or facility may be harmed
- . potential disciplinary action against the Juvenile Counselor

Instructional % = 10% - JK #16/2 Items

- 8.2.5 Demonstrate emergency communication procedures to be used during transport including telephone and radio.

Instructional % = 21% = BST #8

UNIT 9.0

Daily Supervision Unit Instructional Time = 14:00

MODULE 9.1: HANDLING EMERGENCIES Instructional Time: 4:00

PERFORMANCE OBJECTIVES:

9.1.1 Identify the procedures to follow in the event of emergencies involving violence or potential violence. For example:

- . escapes
- . riots
- . bomb threats
- . homicides
- . emotional crises
- . other incidents

Instructional % = 15% - JK #17/2 Items

9.1.2 Identify the procedures for the handling of suicide attempts, including:

- . critical incident response teams
- . debriefing

Instructional % = 25% - JK #17/5 Items

9.1.3 Identify the procedures to follow in the event of emergencies (e.g., fires, earthquakes), including accessing emergency equipment.

Instructional % = 20% - JK #17/2 Items

9.1.4 Given description of possible emergency situations, generate an appropriate plan for handling the emergency.

Instructional % = 30% - WST #12

9.1.5 Identify the consequences of improper handling of emergencies.

Instructional % = 10% - JK #17/1 Item

MODULE 9.2: HANDLING MEDICATION

Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

9.2.1 Identify the steps to follow when passing out medication to juveniles. These include:

- . read medical log
- . give medication as prescribed in writing by medical personnel
- . ensure that proper medication is being given to the proper person at the proper time
- . give medication according to appropriate procedure and ensure that medication has been swallowed
- . watch them drink
- . look under tongue and cheeks
- . observe behavior
- . log time and date

Instructional % = 20% - JK #17/2 Items

9.2.2 Identify behavior that may indicate the juvenile is not taking medication. These include:

- . running to bathroom
- . juvenile wanting to be alone immediately after taking medication
- . unusual behavior for the juvenile

Instructional % = 20% - JK #17/2 Items

9.2.3 Given a list of commonly prescribed medications, identify the inappropriate reactions to each medication.

Instructional % = 25% - JK #17/3 Items

9.2.4 Identify the steps to follow at a juvenile's request to see a doctor. These include:

- . if minor requests treatment, he/she must be given treatment and/or medical personnel must be consulted
- . render necessary immediate first aid
- . notify appropriate authority (e.g., supervisor)
- . document actions taken

Instructional % = 20% - JK #17/1 Item

9.2.5 Identify consequences of improper handling of medication. These include:

- . possible loss of life or physical harm/illness to juvenile
- . legal liability for negligence
- . allows hoarding of drugs
- . potential disciplinary action against the Juvenile Counselor

Instructional % = 7% - JK #17/1 Item

9.2.6 Identify the procedures to follow for a juvenile who refuses medical treatment.

Instructional % = 7% - JK #17/1 Item

MODULE 9.3: SAFETY/HEALTH STANDARDS AND PROCEDURES

Instructional Time: 1:30

PERFORMANCE OBJECTIVES:

- 9.3.1 Identify the steps to follow in conducting an inspection for cleanliness and identify what to look for/at during the inspection.

Instructional % = 23% - JK #17/2 Items

- 9.3.2 Identify the key rules to follow when supervising use of bathroom facilities and shower. These include:

- . privacy should be maintained between opposite sex juveniles
- . everyone must be visible
- . count those going in and coming out
- . be aware of classifications
- . apply consistent time constraints

Instructional % = 19% - JK #17/2 Items

- 9.3.3 Generate a list of things to watch/look for when supervising use of bathroom facilities and shower. These include:

- . sexual misconduct
- . marks on body
 - tatoos
 - bruises
 - medical problems
 - suicidal marks
- . contraband
- . make sure the juvenile is clean (unclean or body odor may cause problems with the rest of group)

Instructional % = 29% - JK #18/5 Items

- 9.3.4 Given sample questions from juveniles regarding personal hygiene, generate answers to each question.

Instructional % = 19% - WST #13

- 9.3.5 Identify the reasons for promoting proper safety and health procedures. These include:

- . provides a standard/role model for juvenile
- . avoids harm/illness
- . avoids legal liability
- . prevents contraband from being held

Instructional % = 10% - JK #17/1 Item

MODULE 9.4: CLOTHING AND BEDDING

Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

9.4.1 Identify the key things to observe in handling clothing and bedding. These include:

- . equitable distribution of clothes
- . missing clothing, i.e., juvenile hoarding clothing for escape
- . clothing must fit well
- . bed and clothing exchange must comply with CYA standards
- . handling of allowable personal clothing
- . procedures for collecting dirty and/or soiled clothing and bedding
- . application of the "universal safety precautions" when handling contaminated clothing or bedding

Instructional % = 100% - JK #19/1 Item

MODULE 9.5: SUPERVISING MEALS

Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

9.5.1 Identify the key rules to follow in supervising meal time. These include:

- . staff should always be visible and supervising minors, not sitting together
- . no trading of food between juveniles
- . listen to tone of group
- . watch eating habits (excessive use of sugar or salt)
- . watch for unusual behavior (giving away dessert)
- . meal time is a critical time for problems to arise
- . staff should use discretion when not eating institutional food

Instructional % = 50% - JK #20/5 Items

9.5.2 Identify the steps in supervising a meal. These include:

- . post meal times
- . allow adequate time for juveniles to prepare
- . determine count
- . assign KP
- . count silverware
- . serve meal
- . report shortages of food
- . meals for individuals in rooms
- . clean up

Instructional % = 30% - JK #19/2 Items

9.5.3 Identify special circumstances involved at meal time or other times. These include:

- . get everything back from isolated minor -- document what they eat or if they are not eating
- . if new person is booked, provide meal upon request, at any time

Instructional % = 5% - JK #19/1 Item

9.5.4 Identify the reasons for making accurate silverware and tray counts and the general procedure for locating missing silverware.

Instructional % = 5% - JK #19/1 Item

9.5.5 Identify the reasons for proper supervision of meal times. These include:

- . promotes control of group
- . prevents smuggling food
- . prevents passing contraband
- . promotes social/health skills
- . prevents juveniles from obtaining weapons
- . prevents riots, fights
- . prevents injury to staff or juveniles
- . prevents health hazards
- . prevents starvation or malnutrition

Instructional % = 10% - JK #19/1 Item

MODULE 9.6: COMMUNICATING WITH JUVENILES
Institutional Time: 1:00

PERFORMANCE OBJECTIVES:

9.6.1 Identify the topics that a Juvenile Counselor may or may not discuss with a juvenile. These include:

- . court matters
- . placement plans
- . release plans
- . case
- . medical problems
- . other minors' problems
- . staff
- . their files
- . other CORI considerations

Instructional % = 15% - JK #19/2 Item

9.6.2 Identify the factors to consider in responding to a juvenile's question or request. These include:

- . appropriateness
- . time
- . need of juvenile
- . motive
- . whether it is appropriate for you or someone else to respond

Instructional % = 20% - JK #19/1 Item

9.6.3 Given samples of juveniles' questions and/or requests, identify those that may suggest "hidden agendas." For example:

- . What would you do if. . . ?
- . Why do we do it this way instead of another way?

Instructional % = 50% - JK #19/1 Item

9.6.4 Identify the reasons for a proper response to juvenile's questions. These include:

- . maintain staff's control of group
- . reduce anxiety
- . avoid legal liability
- . avoid acting out behavior by juvenile, e.g., violence, physical danger

Instructional % = 15% - JK #19/1 Item

MODULE 9.7: DISCIPLINARY PROCEDURES
Instructional Time: 1:30

PERFORMANCE OBJECTIVES:

9.7.1 Given a sample situation involving a juvenile's violation of a rule, generate steps for the JC to take in the handling of rule infractions. Include:

- . confronting situation
- . discussion of rule infraction
- . discussion of consequences
- . discussion of grievance procedures
- . explanation of grievance procedure steps
- . assessment of what consequences to impose after discussion
- . documentation of process

Instructional % = 40% - WST #14

9.7.2 Identify the rules for isolation or removal of juvenile from a group using the CYA Standards for reference.

Instructional % = 20% = JK #19/2 Items

MODULE 9.8: USE OF TELEPHONE
Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

- 9.8.1 Identify the rules for handling juveniles' phone calls (making and receiving calls). These include:
- . assure proper authorization for calls
 - . calls may be an emotional issue (e.g., upsetting news, pressuring parents, pass messages to friends)
 - . attend to any potential problems (e.g., bad news, argument over phone)

Instructional % = 66% - JK #19/1 Item

- 9.8.2 Identify reasons for proper supervision of juveniles' phone calls. These include:
- . promotes family relations
 - . avoids/prevents acting out situations with juvenile; alleviates anxiety
 - . avoids possible legal liability

Instructional % = 33% - JK #19/1 Item

MODULE 9.9: RECREATION AND LEISURE
Instructional Time: 1:30

PERFORMANCE OBJECTIVES:

- 9.9.1 Identify the basic principles for supervising juveniles on field trips. These include:
- . keep group together
 - . keep juveniles from making contacts outside group
 - . terminate activity after any incident
 - . take some type of mechanical restraints
 - . watch for passing of contraband
 - . make continual counts

Instructional % = 28% - JK #21/3 Items

- 9.9.2 Identify the principles involved in supervising juveniles during social activities. These include:
- . describe expectations prior to the activity
 - . have male and female staff in coed situation
 - . have more than one staff person -- one mingling, one near control system (1:10 ratio)
 - . have good lighting of area
 - . vary music by interest of the group
 - . match activity with the maturity and ability level of group

Instructional % = 28% - JK #21/3 Items

9.9.3 Identify the principles for supervising recreational activities. These include:

- . maintain control of activity by designating rules and expectations prior to activity
- . match activity with the maturity and ability level of group
- . try to integrate teams
- . keep juveniles within range of vision
- . maintain adequate staff supervision for the activity
- . any problems, terminate activity
- . if alone, stay near alarm system
- . have orderly system for taking turns to avoid problems
- . know the rules of the game and establish yourself as the final authority on the rules
- . knowledge of various physical/medical restrictions for individual participants
- . check security of the recreational area

Instructional % = 30% - JK #22/10 Items

9.9.4 Identify reasons for proper supervision of recreational activities. These include:

- . avoids frustration, injury, fights
- . too much idle time for juvenile leads to problems
- . provides appropriate interactions with peers
- . provides "success" experience
- . builds skills, self-esteem
- . uses up excess energy

Instructional % = 14% - JK #21/3 Items

MODULE 9.10: WORK DETAILS
Instructional Time: 1:30

PERFORMANCE OBJECTIVES:

9.10.1 Given a sample description of various juveniles, generate work assignments for each juvenile according to:

- . past behavior
- . classification status
- . nature of work
- . ability to use tools or learn
- . maturity level of juvenile

Instructional % = 33% - WST #15

9.10.2 Identify the principles for supervising a work detail. These include:

- . do not leave equipment/tools/cleaning supplies lying around
- . everything checked out must be returned
- . be cautious in taking security or suicide risk on work detail
- . never let juveniles out of sight
- . make sure that the task has a purpose
- . maintain proper use and condition of equipment
- . knowledge of work record keeping systems

Instructional % = 33% - JK #21/3 Items

9.10.3 Identify reasons for proper supervision of work details. These include:

- . develops good work skills/habits
- . can build self-esteem
- . proper clean-up results in good sanitation and a clean facility
- . avoids dangerous situations, injuries

Instructional % = 33% - JK #21/3 Items

UNIT 10.0
Securing the Institution
Unit Instruction Time = 5:00

MODULE 10.1: JUVENILE COUNTS
Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

10.1.1 Identify the steps and rules for counting juveniles. These include:

- . know how many juveniles should be present
- . take physical count -- ensure all are alive and well; observe physical movement
- . ascertain that all counts are reconciled
- . if discrepancy, recount -- identify who is missing and how many
- . notify supervisor
- . document

Instructional % = 50% - JK #23/3 Items

10.1.2 Identify steps and rules in accounting for location of juveniles. These are:

- . maintain visual contact
- . know where staff is located; notify staff of your whereabouts
- . check or note location in log book if juvenile is not present physically or can be observe visually
- . contact school, court to verify juvenile's presence if appropriate
- . notify, communicate information as to location of juveniles to appropriate personnel

Instructional % = 25% - JK #23/2 Items

10.1.3 Identify reasons for keeping accurate counts and knowing locations of juveniles. These are:

- . primary responsibility is custody of the juveniles
- . assures community, staff, and juvenile safety
- . avoids legal liabilities
- . maintains control by staff over juveniles

Instructional % = 25% - JK #23/2 Items

MODULE 10.2: LOCKS AND KEYS

Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

10.2.1 Identify principles for locking and unlocking doors/gates. These are:

- . visually check room
- . do not stand in front of door, but block the passage
- . remove key immediately from door
- . get juvenile out of room and immediately close door
- . check to ascertain that all locks work properly
- . keep keys in your possession and secured
- . never give keys to juvenile to unlock or lock door for you

Instructional % = 50% - JK #23/3 Items

10.2.2 Identify steps to take when a door or gate will not open or is jammed.

Instructional % = 16% - JK #23/1 Item

10.2.3 Identify rules for handling facility keys. These include:

- . keep keys in your possession and secured
- . do not give keys to juveniles
- . do not tell juvenile which keys work on which locks
- . keys must be clearly marked or different size/shape for juvenile's rooms so staff can find in dark or emergency
- . report and document key losses or damages immediately
- . check in/check out procedure

Instructional % = 33% - JK #23/2 Item

MODULE 10.3: SECURITY CHECKS

Instructional Time: 3:30

PERFORMANCE OBJECTIVES:

10.3.1 Identify things to monitor/observe when conducting security checks. These include:

- . tampered locks/windows
- . excess clothing
- . car in lot where it should not be
- . items left out when they should not be
- . heating ducts, windows, doors (including rattling noises)
- . maintenance, tools, etc.
- . volunteer's purses
- . any unusual situation that does not fit environment

Instructional % = 25% - JK #24/10 Items

10.3.2 Identify key concepts in making room searches. These are:

- . stagger times of checks so there is no consistent pattern
- . be methodical and thorough

- . use same procedure; be systematic in each room
- . conduct room and body searches at same time
- . be familiar with common locations for hiding contraband
- . follow chain of evidence after finding contraband
- . search with another staff member as a team to verify findings
- . follow the "universal safety precautions" when conducting the search

Instructional % = 50% - BST #9

10.3.3 Identify reasons for following proper search, security check procedures. These include:

- . prevents escapes
- . provides safety and security for juvenile, staff, and community
- . avoids legal liabilities
- . prevents contraband from being brought into the institution
- . prevents loss of case due to improper handling of evidence or search

Instructional % = 10% - JK #23/3 Items

10.3.4 Identify key concepts in making security checks including:

- . be mobile, circulate
- . vary routine, avoid predictable patterns
- . carry or know locations of communication equipment

Instructional % = 15% - JK #23/3 Items

UNIT 11.0

Group and Individual Casework

Unit Instructional Time = 14:00

MODULE 11.1: SCOPE OF THE JUVENILE COUNSELOR/JUVENILE INMATE RELATIONSHIP
Instructional Time: 1:00

PERFORMANCE OBJECTIVES:

11.1.1 Identify the ethical parameters for a professional relationship between the Juvenile Counselor and wards.

Instructional % = 33% - JK #25/3 Items

11.1.2 Given descriptions of interactions and/or relationships between a Juvenile Counselor and a juvenile inmate, generate an opinion regarding the ethical/professional appropriateness of each.

Instructional % = 50% - JK #25/7 Items

11.1.3 Identify what is considered confidential and what is not.

Instructional % = 17% - JK #25/2 Items

MODULE 11.2: RESOURCES AND REFERRALS
Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

11.2.1 Given a list of potential problems of juveniles, identify an appropriate reference point or referral source. These include:

- . county service directory
- . Probation Officer
- . nurse at juvenile hall
- . religious volunteers
- . supervisor
- . mental health personnel (e.g., drug abuse counselor, etc.)

Instructional % = 50% - WST #16

11.2.2 Given a list of potential problems of institutionalized juveniles, generate a corresponding referral to an appropriate resource to help the juvenile.

Instructional % = 50% - WST #16

MODULE 11.3: CRISIS INTERVENTION

Instructional Time: 4:00

PERFORMANCE OBJECTIVES:

- 11.3.1 Given a verbal description of a crisis situation in which one or more juveniles are emotionally upset, generate appropriate responses for the Juvenile Counselor to take.

Instructional % = 40% - WST #17

- 11.3.2 Given a list of behaviors, identify those behaviors indicating that a juvenile is "in crisis." These include:

- . hysteria
- . violence
- . silence
- . depression
- . crying
- . withdrawal
- . demanding attention
- . preoccupation with death or suicidal ideations
- . drug withdrawal

Instructional % = 40% - JK #27/5 Items

- 11.3.3 Identify stress-provoking situations that precede crises. These include:

- . court appearances
- . visits
- . mail
- . phone calls
- . detention hearings
- . intimidation and pressure
- . felony arrest
- . recent suicide in unit
- . lack of outside contact
- . confrontation with staff/school personnel

Instructional % = 10% - JK #26/3 Items

- 11.3.4 Identify the consequences of improper handling of a juvenile in a crisis situation.

Instructional % = 5% - JK #26/2 Items

- 11.3.5 Identify procedures for requesting mental health services.

Instructional % = 5% - JK #26/1 Item

MODULE 11.4: INSTITUTIONAL CASEWORK

Instructional Time: 2:00

PERFORMANCE OBJECTIVES:

- 11.4.1 Identify the role of the Juvenile Counselor with regard to casework and modifying behavior.

Instructional % = 25% - JK #26/1 Item

- 11.4.2 Identify the basic concepts/principles for modifying behavior. These include:

- . limit setting
- . positive and negative reinforcement
- . rule enforcement and setting of expectations

Instructional % = 25% - JK #26/3 Items

- 11.4.3 Given descriptions of sample cases of a behavioral problem, generate a plan for changing the behavior using appropriate behavior modification techniques.

Instructional % = 25% - WST #18

- 11.4.4 Given a list of possible uses of rewards and punishments, identify those which would not be legally defensible or ethically appropriate, using the CYA Standards, PC 673 and the Bill of Rights for reference.

Instructional % = 25% - JK #26/2 Items

MODULE 11.5: GROUP COUNSELING

Instructional Time: 2:30

PERFORMANCE OBJECTIVES:

- 11.5.1 Identify the objectives and common problems of group counseling sessions with juveniles in an institutional setting.

Instructional % = 20% 1 JK #26/3 Items

11.5.2 Identify the key concepts in leading groups of juveniles in counseling or problem-solving sessions. These include:

- . set rules, expectations for group
- . no verbal/physical assaults
- . limit time allowed
- . specify general topics to be discussed
- . encourage constructive participation
- . provide alternatives, ideas
- . provide feedback on progress or lack of it
- . stress confidentiality
- . maintain control within established boundaries
- . stay on task
- . seek help from other professionals for sensitive or serious counseling problems (e.g., sexual behavior)

Instructional % = 80% - BST #10

MODULE 11.6: COUNSELING GOALS AND PLANS

Instructional Time: 4:00

PERFORMANCE OBJECTIVES:

11.6.1 Given a sample case description, generate case goals and a treatment plan for the juvenile including the following steps:

- . review information on juveniles
- . identify problems and resources
- . identify ability levels
- . talk with juveniles about goals and plan for assessing progress
- . plan strategy, time, rewards
- . document, discuss with co-workers and supervisor
- . ensure that the juvenile and parent understand the case goals and plans

Instructional % = 42% - WST #19

11.6.2 Given a sample juvenile case description, generate an assessment of the juvenile's progress toward program goals.

Instructional % = 28% - WST #20

11.6.3 Given sample case descriptions for a group of juveniles, generate group counseling goals and a group treatment plan. Include the following steps:

- . review information on juveniles
- . identify problems and resources
- . identify ability levels
- . talk with juveniles about goals and plans for assessing progress
- . plan strategy time, rewards
- . document, discuss with peers and supervisor

Instructional % = 29% - WST #21

UNIT 12.0

Report Writing **Unit Instructional Time = 8:00**

MODULE 12.1: INTERVIEWING/INFORMATION GATHERING Instructional Time: 4:00

PERFORMANCE OBJECTIVES:

12.1.1 In a simulated interview with a juvenile, demonstrate the following:

- . active listening
- . questioning techniques
- . nonjudgmental response

Instructional % = 43% - BST #11

12.1.2 Identify the steps to follow in gathering information on individual juvenile. These are:

- . review log and case file
- . talk with juvenile
- . observe interactions with others
- . listen to what other juveniles say about individual
- . talk with other staff, parents, PO, teachers

Instructional % = 12% - JK #28/3 Items

12.1.3 Given a sample case file and log, identify the items which are important when gathering information on individuals. These include:

- . negative and positive reports of behavior incidents
- . unusual behaviors and/or appearance

Instructional % = 12% - JK #28/4 Items

12.1.4 Given a sample case description, generate a list of appropriate questions to ask when attempting to gather information about the juvenile. These include:

- . why they are here
- . how they are doing
- . goals during and after confinement

Instructional % = 13% - WST #22

12.1.5 Given a sample case description, generate a list of items to consider when gathering information. These include:

- . where they stand in the hierarchy
- . interaction with staff, parents, peers
- . skills, abilities, interests
- . support system from family
- . social skills
- . maturity level

Instructional % = 13% - WST #23

12.1.6 Identify principles to consider when trying to gather information on an individual juvenile by talking with other juveniles. These include:

- . look for supportive or confirmation information from other sources
- . consider motives
- . act on what is said, but use discretion
- . look for inconsistent statements
- . investigate incidents and document statements

Instructional % = 6% - JK #28/2 Items

MODULE 12.2: STYLE AND CONTENT OF REPORTS

Instructional Time: 4:00

PERFORMANCE OBJECTIVES:

12.2.1 Identify the major types of reports written by a Juvenile Counselor, and the situations in which each is written. These include:

- . incident reports
- . crime reports
- . information reports
- . early release reports
- . predispositional hearing reports
- . behavioral summary for court's review
- . court status
- . shift summaries
- . behavior reports
- . grievance/disciplinary appeals

Instructional % = 12% - JK #28/6 Items

12.2.2 Given a sample case of an individual juvenile, generate a behavior summary. Include the following:

- . adjustment to overall program
- . school performance
- . peer and staff relations
- . degree of participation in counseling sessions
- . response to counseling

Instructional % = 25% - WST #24

12.2.3 Identify principles to follow in writing reports. These include:

- . be factual, specific
- . be concise
- . include who, what, where, when, how, why
- . include your response to incident
- . do not include opinions
- . should be chronological report of facts
- . use professional terminology
- . must be legible or typewritten
- . place events in chronological order

Instructional % = 13% - WST #25

12.2.4 Given a description of a sample incident with a juvenile, generate an incident report.

Instructional % = 50% - WST #26

UNIT 13.0

Booking and Receiving

Unit Instructional Time = 9:00

MODULE 13.1: LEGAL FORMS AND REPORTS

Instructional Time: 4:00

PERFORMANCE OBJECTIVES:

- 13.1.1 Generate a chronological list of steps required of the Juvenile Counselor in the booking and receiving process.

Instructional % = 12% - JK #29/1 Item

- 13.1.2 Given a sample police report and/or booking sheet of charges against a juvenile taken into custody, identify the following:

- . age
- . jurisdiction
- . degree of offense
- . misdemeanor or felony
- . gender
- . co-defendants

Instructional % = 13% - JK #29/2 Items

- 13.1.3 Given sample booking forms and court documents, identify the following:

- . notification of parents
- . minor's name, address, social security number, MediCal number
- . parent's name, address, social security numbers
- . likely to flee
- . danger to self
- . danger to property/persons
- . phone rights
- . time deadlines
- . time taken into custody of police
- . violation of Juvenile Court order
- . monitored visits
- . contact orders, no contact orders
- . Miranda warning/rights
- . time frames -- release, in and out

Instructional % = 50% - JK #29/4 Items

13.1.4 Identify the reasons for following proper procedure during booking and receiving. These include:

- . legal liability
- . provides essential information for unit
- . assignment/classification of juveniles
- . may lead to illegal detention and lost case (denial of due process) if done incorrectly
- . ensures follow-through on court orders
- . ensures due process
- . ensures immediate and appropriate referral

Instructional % = 12% - JK #29/1 Item

13.1.5 Identify steps to take and the reasons for completing the medical screening form.

Instructional % = 13% - JK #29/2 Items

MODULE 13.2: RECEIVING AND ORIENTATION

Instructional Time: 5:00

PERFORMANCE OBJECTIVES:

13.2.1 Identify steps in taking an inventory of a juvenile's clothing, property, and/or money.

Instructional % = 6% - JK #29/1 Item

13.2.2 Identify steps in supervising showering/delousing of new juveniles and issuing clothing and bed supplies to new juveniles.

Instructional % = 6% - JK #29/1 Items

13.2.3 Given descriptions of a juvenile's behavior in the receiving/holding room, identify potential problems. Behavioral indicators of problems include:

- . passing something
- . preparing to run
- . looking for exit
- . much communication between juveniles
- . emotional/physical conditions.(e.g., crying, hyperactivity)
- . changes in behavior or mood

Instructional % = 6% - JK #29/1 Item

13.2.4 Given sample questions commonly asked by juveniles at orientation, generate appropriate answers. These questions may concern:

- . grievance procedure
- . facility
- . staff role
- . juvenile's legal status
- . juvenile justice system, court process
- . rules, procedures
- . disciplinary procedures
- . behavior/admission contract
- . juvenile rights

Instructional % = 30% - WST #27

13.2.5 Identify the juvenile's rights with respect to the following items:

- . bathrooms
- . meals
- . shower
- . clean clothes
- . privileged communication with attorney or minister
- . correspondence
- . religion
- . visiting
- . recreation

Instructional % = 12% - JK #30/10 items

13.2.6 Identify the important concepts for orienting a juvenile. These include:

- . provide correct information
- . take time to explain thoroughly
- . try to alleviate anxiety
- . do not make judgments
- . promote consistency among staff and self
- . do not tell juvenile what will happen to him/her in court

Instructional % = 6% - JK #29/1 Item

13.2.7 Identify the reasons for the proper orientation of a juvenile. These include:

- . failure to answer questions can create confusion/anxiety that can result in acting out behavior
- . good opportunity for Juvenile Counselor to begin establishing a rapport with juvenile
- . legal liabilities

Instructional % = 3% - JK #29/1 Item

13.2.8 In a simulated interview with a juvenile, demonstrate the ability to review a sample behavior contract with the juvenile and answer questions.

Instructional % = 30% - BST #12

UNIT 14.0
Releasing
Unit Instructional Time = 2:00

MODULE 14.1: RELEASE PROCEDURE
Instructional Time: 2:00

PERFORMANCE OBJECTIVES:

14.1.1 Identify the steps involved in releasing a juvenile. These are:

- . make sure person ordering release is empowered to do so
- . verify identity of juvenile
- . verify date of release and to whom the juvenile is to be released
- . verify identity of person minor is being release to (parent, guardian, transportation officer)
- . turn over property according to property sheet
- . collect all county property from juvenile
- . have juvenile inventory property and sign document
- . documentation/record

Instructional % = 50 - JK #31/3 Items

14.1.2 Given sample release documents, identify the following:

- . juvenile's birth date, name
- . person authorizing release
- . unique information by which to verify juvenile's identity
- . date of release

Instructional % = 16% - JK #31/5 Items

14.1.3 Identify the potential consequences of improperly releasing a juvenile. These include:

- . danger to community
- . legal liabilities

Instructional % = 16% - JK #31/2 Items

14.1.4 Identify the procedures for an in-custody release, e.g. to a transportation officer, another jurisdictional county, etc.

Instructional % = 18% - JK #31/2 Items

UNIT 15.0
Public Relations
Unit Instructional Time = 0:30

MODULE 15.1: RESPONDING TO QUESTIONS, REQUESTS, COMMENTS FROM THE PUBLIC
Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

- 15.1.1 Identify the principles for answering questions, requests from family members, the public and other agencies. These include:
- . maintain discussions at professional level
 - . do not use institutional slang
 - . be clear, concise
 - . verify identity of person asking questions
 - . do not be afraid to say "I don't know," it is not within your authority to answer, or refer if necessary
 - . be thorough, accurate, and complete in passing on messages
 - . be factual
 - . do not give opinion or make judgments
 - . communicating with non-English speaking individuals

Instructional % = 100% - JK #32/4 Items

UNIT 16.0
Testifying in Court
Unit Instructional Time = 1:00

MODULE 16.1: COURT PROCEDURE, ROLE, AND PROCESS
Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

16.1.1 Identify the rules for appearing in court. These include:

- . answer only questions asked
- . do not elaborate or volunteer information
- . use common language and avoid legal, medical, or psychological terminology
- . find out why you are being called to testify
- . review case materials prior to going to court
- . don't take anything to court that you don't want to be seen
- . don't use sarcasm or argue with attorneys
- . be polite
- . don't discuss issue with the public defender, defense attorney, or other interested parties

Instructional % = 100% - JK #33/3 Items

MODULE 16.2: COURTROOM DEMEANOR AND DRESS
Instructional Time: 0:30

PERFORMANCE OBJECTIVES:

16.2.1 Given sample descriptions of a Juvenile Counselor's behavior in the courtroom, identify examples of good and poor courtroom demeanor and dress.

Instructional % = 50% - JK #33/3 Items

16.2.2 Identify consequences of poor behavior by Juvenile Counselor in court. These include:

- . quality of testimony may influence outcome of case
- . affects credibility of department

Instructional % = 50% - JK #33/2 Items

UNIT 17.0

Community CPR and First Aid Unit Instructional Time = 8:00

This is a minimum eight (8) hour course mandated for institutional staff. The instructors must be certified by a duly authorized agency.

UNIT 18.0

Physical Conditioning

Unit Instructional Time = 12:00

MODULE 18.1: PHYSICAL CONDITIONING

Instructional Time: 12:00 (12 one-hour sessions)

See Physical Conditioning Guide for detailed descriptions of instructional methods.

PERFORMANCE OBJECTIVES:

- 18.1.1 Perform a series of 14 short duration (30-60 second) exercises enhancing flexibility, agility/coordination, and muscular strength, endurance, and power. Exercises include:

- . Arm Circles
- . Side Bends
- . Windmills
- . Trunk Twists
- . Calf Stretches
- . Quad Stretches
- . Knee Hugs
- . Stride Stretches
- . Stomach Flutter Kicks
- . Knee to Forehead
- . Push-Ups
- . Sit-Ups
- . Side Leg Raises
- . Vertical Jumps

Instructional Methods/Time = DM, PF/10 - No Test

- 18.1.2 Perform a series of four short duration (30-60 second) exercises enhancing whole body agility/coordination and grip, arm, and leg strength. Rest briefly (30-60 seconds) between exercises. Exercises include:

- . Wrist Curls
- . Arm Curls
- . Jump and Duck
- . Leg Presses or Modified Wall Sit

Instructional Methods/Time = DM, PF/8 - No Test

- 18.1.3 Demonstrate/enhance ability to support the weight of a hanging 150 lb. bag and lift and hold it high enough to take all stress off the rope or chain from which it is suspended.

Instructional Methods/Time = DM, PF/2 - BST #13

18.1.4 Demonstrate/enhance ability to quickly drag a 150 lb. bag or dummy by the handle or strap for a distance of 20 feet or more over a carpeted or flat, mowed grass surface.

Instructional Methods/Time = DM, PF/2 - BST #13

18.1.5 Demonstrate/enhance ability to a) walk briskly or jog 150 feet while maneuvering around obstacles and b) lift a 20 lb. fire extinguisher and carry it 75 feet or more while walking briskly.

Instructional Methods/Time = DM, PF/6 - BST #13

18.1.6 Demonstrate/enhance speed in sprinting a distance of 75 yards on a straight track.

Instructional Methods/Time = PF/6 - BST #13

18.1.7 Enhance cardiovascular endurance by walking briskly, jogging, or running around an oval track for a continuous period of 15 minutes.

Instructional Methods/Time = PF/15 - No Test

18.1.8 Cool down. Slow the heart rate down and stretch out the primary muscle groups by walking at a comfortable pace for three minutes and then performing two minutes of stretching exercises (calf stretch, quad stretch, trunk twists and windmills).

Instructional Methods/Time = PF/5 - No Test

E. TEST BY PERFORMANCE OBJECTIVE INDEX

The Test by Performance Objective Index shows the assignment of performance objectives to specific Job Knowledge (**JKT**), Written Skills (**WST**), or Behavior Skills (**BST**) test. Each test represents a knowledge or skill area that is composed of one or more performance objectives.

Together with the information provided for each objective in Section D of this manual, the Test by Performance Objective Index provides a framework for constructing tests to be used in the course. The following steps are recommended:

1. Identify the performance objective(s) to be covered in the test you wish to construct. This is indicated in the right-hand column of the index.
2. To develop a Job Knowledge Test:
 - . Determine the number of multiple choice items to be included in the test. This is shown in parentheses in the left hand column of the index.
 - . Locate in Section D of this manual the performance objectives that are to be included in the test. A "number of test items" specification is shown for each objective. This specification indicates the number of items within the test that should be drawn from a particular objective.
 - . Prepare test items.
 - . Determine approximate testing time by multiplying the number of test items by one-half minute (30 seconds).
3. To develop a Performance Test (Written or Behavior Skills Test):
 - . Locate in Section D of this manual the performance objective which is written to measure the trainee's learning by this type test. The performance objective is written as a job simulation activity.
 - . Prepare a performance job simulation activity that can be completed by each trainee in the recommended instructional time.

Please refer to the manual **Guidelines for Presenting Entry-Level Training Courses** for detailed information on Test Item Development.

TEST BY PERFORMANCE OBJECTIVE INDEX

JKT #	(No. of Items)	Performance Objectives
1	(20)	2.1.1 - 2.1.4, 2.1.6-2.1.8, 2.2.3 - 2.2.5
2	(19)	3.1.1, 3.2.3 - 3.3.1, 3.3.3 - 3.3.5
3	(5)	4.1.2
4	(15)	4.2.1 - 4.2.3
5	(14)	4.3.1, 4.3.3
6	(10)	4.4.1
7	(8)	4.4.3, 4.4.4
8	(10)	4.5.1
9	(5)	5.1.1, 5.1.2
10	(31)	5.2.1 - 5.3.3
11	(16)	5.4.1 - 5.4.4, 5.4.6, 5.5.1 - 5.6.4
12	(18)	6.1.1 - 6.2.5, 6.2.7, 6.3.1, 6.3.2, 6.3.5
13	(5)	6.3.4
14	(20)	7.1.1, 7.1.2, 7.2.2 - 7.4.1
15	(5)	7.2.1
16	(15)	8.1.1 - 8.2.2, 8.2.4
17	(25)	9.1.1 - 9.1.3, 9.1.5 - 9.3.2, 9.3.5
18	(5)	9.3.3
19	(15)	9.4.1, 9.5.2 - 9.6.4, 9.7.2 - 9.8.2
20	(5)	9.5.1
21	(15)	9.9.1, 9.9.2, 9.9.4, 9.10.2, 9.10.3
22	(10)	9.9.3
23	(19)	10.1.1 - 10.1.3, 10.2.1 - 10.2.3, 10.3.3, 10.3.4
24	(10)	10.3.1
25	(12)	11.1.1 - 11.1.3
26	(15)	11.3.3 - 11.3.7, 11.4.1, 11.4.2, 11.4.4, 11.5.1
27	(5)	11.3.2
28	(15)	12.1.2, 12.1.3, 12.1.6, 12.2.1
29	(15)	13.1.1 - 13.2.3, 13.2.7, 13.2.8
30	(10)	13.2.6
31	(12)	14.1.1 - 14.1.4
32	(4)	15.1.1
33	(8)	16.1.2 - 16.2.2

TEST BY PERFORMANCE OBJECTIVE INDEX
(continued:)

WST #	Performance Objective(s)	BST #	Performance Objective(s)
1	2.1.5	1	4.2.4
2	3.3.2	2	5.6.5
3	4.1.1	3	6.2.6
4	4.3.2	4	7.3.2
5	4.4.2	5	7.3.3
6	4.5.2	6	7.4.2
7	4.5.3	7	7.5.1
8	5.1.3	8	8.2.5
9	5.4.5	9	10.3.2
10	6.3.3	10	11.5.2
11	8.2.3	11	12.1.1
12	9.1.4	12	13.2.8
13	9.3.4	13	18.1.3 - 18.1.6
14	9.7.1		
15	9.10.1		
16	11.2.1, 11.2.2		
17	11.3.1		
18	11.4.3		
19	11.6.1		
20	11.6.2		
21	11.6.3		
22	12.1.4		
23	12.1.5		
24	12.2.2		
25	12.2.3		
26	12.2.4		
27	13.2.4		

F. PERFORMANCE OBJECTIVES BY TASK INDEX

This index presents the linkage between each performance objective with one or more statewide core tasks that are performed by Juvenile Counselors.

An effective training course must provide trainees with knowledge and skills that are directly related to their job performance. This index documents the job relatedness of each performance objective that has been included in the JC Core Training Course. Because of space limitations, core tasks are listed by number in this index. However, Section G, titled List of Core Tasks for Juvenile Counselors presents each core task's narrative statement as it was when the tasks were evaluated by Juvenile Counselors statewide, during the job task analyses of 1982-1987, 1989-1990 and 1993-1994. The task numbers shown in this index correspond to the task numbers in the Section G task list. Together, these sections will enable the correctional trainer, employer and employee to study the relationships between core tasks and performance objectives.

JUVENILE COUNSELOR
PERFORMANCE OBJECTIVES BY TASK INDEX

<u>Performance Objective</u>	<u>Relevant Core Task</u>
2.1.1	18, 20, 21, 157
2.1.2	All Core Tasks
2.1.3	All Core Tasks
2.1.4	All Core Tasks
2.1.5	All Core Tasks
2.1.6	All Core Tasks
2.1.7	All Core Tasks
2.1.8	All Core Tasks
2.2.1	All Core Tasks
2.2.2	All Core Tasks
2.2.3	6, 18, 20, 21, 56, 152, 153, 154, 155, 157
2.2.4	6, 18, 20, 21, 56, 152, 153, 154, 155, 157
2.2.5	6, 20, 56, 152, 153, 154, 155, 156, 157
3.1.1	1, 3, 10, 11, 13, 17, 18, 20, 21, 24, 30, 35, 36, 39, 42, 43, 45, 46, 49, 51, 57, 58, 59, 61, 62, 63, 64, 65, 66, 68, 69, 70, 71, 72, 73, 74, 75, 77, 102, 103, 105, 110, 111, 113, 118, 119, 120, 121, 125, 131, 132, 133, 134, 182, 183, 185, 194
3.2.1	1, 3, 10, 13, 17, 24, 57, 58, 59, 102, 103, 105, 113, 131, 132, 133, 134, 194
3.2.2	1, 23, 25, 27
3.2.3	1, 23, 25, 27
3.2.4	1, 3, 194
3.2.5	1, 3, 138, 139, 140, 141

(continued:)

<u>Performance Objective</u>	<u>Relevant Core Task</u>
3.3.1	1, 3, 6, 9, 10, 12, 13, 16, 17, 22, 23, 24, 25, 26, 27, 39, 41, 42, 47, 53, 54, 55, 56, 60, 62, 63, 64, 65, 66, 68, 69, 70, 79, 80, 87, 88, 102, 103, 105, 107, 108, 109, 110, 111, 112, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 129, 152, 153, 154, 155, 181, 182, 183, 184, 191, 192, 194
3.3.2	12, 79, 183, 184, 191
3.3.3	1, 3, 78, 79, 80, 81, 84, 194, 195, 198
3.3.4	1, 3, 120, 121
3.3.5	120, 121
4.1.1	11, 78, 100, 102, 103, 105, 182
4.1.2	11, 182
4.2.1	7, 11, 42, 182
4.2.2	7, 10, 17, 35, 36, 118, 119
4.2.3	10, 17, 35, 36, 118, 119
4.2.4	10, 17, 35, 36, 118, 119
4.2.5	7, 10, 17, 35, 36, 118, 119
4.3.1	10, 17
4.3.2	10, 17
4.3.3	81, 198
4.4.1	11, 182
4.4.2	11, 182
4.4.3	11, 182
4.4.4	11, 55, 101, 138, 139, 140

(continued:)

<u>Performance Objective</u>	<u>Relevant Core Task</u>
4.5.1	10, 11, 17, 182
4.5.2	10, 11, 17, 182
4.5.3	10, 11, 17, 55, 101, 138, 139, 140, 182
5.1.1	12, 79, 191
5.1.2	12, 79, 191
5.1.3	12, 79, 191
5.2.1	9, 26, 118, 119, 120, 121, 122, 123, 124, 131, 132, 133, 134, 184
5.2.2	9, 26, 118, 119, 120, 121, 122, 123, 124, 131, 132, 133, 134, 184
5.2.3	9, 26, 118, 119, 120, 121, 122, 123, 124, 131, 132, 133, 134, 184
5.2.4	9, 26, 118, 119, 120, 121, 122, 123, 124, 131, 132, 133, 134, 184
5.2.5	9, 26, 118, 119, 120, 121, 122, 123, 124, 131, 132, 133, 134, 184
5.2.6	9, 118, 119
5.2.7	9, 26, 118, 119, 120, 121, 122, 123, 124, 131, 132, 133, 134, 184
5.2.8	9, 26, 118, 119, 120, 121, 122, 123, 124, 131, 132, 133, 134, 184
5.2.9	9, 26, 118, 119, 120, 121, 122, 123, 124, 131, 132, 133, 134, 184
5.2.10	9, 26, 118, 119, 120, 121, 122, 123, 124, 131, 132, 133, 134, 184
5.2.11	9, 26, 118, 119, 120, 121, 122, 123, 124, 131, 132, 133, 134, 184
5.2.12	9, 26, 118, 119, 120, 121, 122, 123, 124, 131, 132, 133, 134, 184

(continued:)

<u>Performance Objective</u>	<u>Relevant Core Task</u>
5.2.13	9, 26, 118, 119, 120, 121, 122, 123, 124, 131, 132,

	133, 134, 184
5.3.1	9, 117, 131, 132, 133, 134
5.3.2	9, 26, 117, 118, 119, 122, 123, 124, 131, 132, 133, 134
5.3.3	9, 26, 117, 118, 119, 122, 123, 124, 131, 132, 133, 134
5.4.1	131, 132, 133, 134
5.4.2	131, 132, 133, 134
5.4.3	131, 132, 133, 134
5.4.4	90, 131, 132, 133, 134
5.4.5	131, 132, 133, 134
5.4.6	131, 132, 133, 134
5.5.1	22, 23, 24, 25, 27, 63, 64, 65, 66, 68, 69, 70, 71, 72, 73, 74, 75, 77, 89, 182
5.6.1	23, 25, 26, 27, 122, 123, 124
5.6.2	23, 25, 26, 27, 122, 123, 124
5.6.3	23, 25, 26, 27, 122, 123, 124
5.6.4.	23, 25, 26, 27, 122, 123, 124
5.6.5	23, 25, 26, 27, 122, 123, 124
6.1.1	12, 63, 64, 65, 66, 68, 69, 70, 79, 128, 191
6.1.2	12, 63, 64, 65, 66, 68, 69, 70, 79, 128, 191
6.1.3	12, 63, 64, 65, 66, 68, 69, 70, 79, 128, 191
6.2.1	12, 79, 191
6.2.2	12, 79, 191
6.2.3 (continued:)	12, 79, 191

Performance Objective

Relevant Core Task

6.2.4	1, 12, 30, 52, 78, 79,
6.2.5	1, 12, 30, 52, 78, 79
6.2.6	1, 12, 30, 52, 78, 79
6.2.7	1, 12, 30, 52, 78, 79
6.3.1	22, 23, 25, 27, 31, 32, 43, 45, 46, 49, 51, 52, 53, 54,

	57, 58, 59, 60, 63, 64, 65, 66, 68, 69, 70, 71, 72, 73, 74, 75, 77, 82, 128
6.3.2	22, 23, 25, 27, 31, 32, 43, 45, 46, 49, 51, 52, 53, 54, 57, 58, 59, 60, 63, 64, 65, 66, 68, 69, 70, 71, 72, 73, 74, 75, 77, 82, 128
6.3.3	22, 23, 25, 27, 31, 32, 43, 45, 46, 49, 51, 52, 53, 54, 57, 58, 59, 60, 63, 64, 65, 66, 68, 69, 70, 71, 72, 73, 74, 75, 77, 82, 128
6.3.4	22, 23, 25, 27, 31, 32, 43, 45, 46, 49, 51, 52, 53, 54, 57, 58, 59, 60, 63, 64, 65, 66, 68, 69, 70, 71, 72, 73, 74, 75, 77, 82, 128
6.3.5	22, 23, 25, 27, 31, 32, 43, 45, 46, 49, 51, 52, 53, 54, 57, 58, 59, 60, 63, 64, 65, 66, 68, 69, 70, 71, 72, 73, 74, 75, 77, 82, 128
7.1.1	23, 24, 25, 27, 53, 54, 129, 138, 139, 140, 184
7.1.2	23, 24, 25, 27, 53, 54, 129, 138, 139, 140, 184
7.2.1	23, 24, 25, 27, 52, 53, 54, 129, 138, 139, 140
7.2.2	23, 24, 25, 27, 52, 53, 54, 129, 138, 139, 140
7.2.3	23, 24, 25, 27, 52, 53, 54, 129, 138, 139, 140
7.2.4	22, 23, 24, 25, 27, 43, 45, 46, 49, 52, 53, 54, 63, 64, 65, 66, 68, 69, 70, 128, 129, 138, 139, 140, 180, 181, 182
7.2.5	22, 23, 24, 25, 27, 43, 45, 46, 49, 52, 53, 54, 63, 64, 65, 66, 68, 69, 70, 128, 129, 138, 139, 140, 180, 181, 182

(continued:)

<u>Performance Objective</u>	<u>Relevant Core Task</u>
7.2.6	22, 23, 24, 25, 27, 43, 45, 46, 49, 52, 53, 54, 63, 64, 65, 66, 68, 69, 70, 128, 129, 138, 139, 140, 180, 181, 182
7.3.1	23, 24, 25, 27, 53, 54, 129, 138, 139, 140,
7.3.2	53, 54, 129, 138, 139, 140, 141, 142, 143, 158, 159, 160, 161, 162, 163, 164, 165, 167, 168, 169, 170, 172, 173
7.3.3	53, 54, 129, 138, 139, 140, 141, 142, 143, 158, 159, 160, 161, 162, 163, 164, 165, 167, 168, 169, 170, 172, 173
7.3.4	53, 54, 129, 138, 139, 140
7.4.1	129, 139, 140, 158, 160, 161, 163, 164, 165, 167, 168, 169, 184
7.4.2	129, 139, 140, 158, 160, 161, 163, 164, 165, 167, 168, 169, 184
7.5.1	22, 23, 25, 27, 184
8.1.1	23, 25, 27, 28, 89, 101, 146, 190
8.2.1	22, 23, 24, 25, 27, 89
8.2.2	23, 24, 25, 27, 89
8.2.3	23, 24, 25, 27, 28, 89
8.2.4	23, 24, 25, 27
8.2.5	23, 24, 25, 27
9.1.1	42, 63, 64, 65, 66, 68, 69, 70, 113, 138, 139, 140, 141, 142, 143, 147, 148, 149, 150, 151, 182
9.1.2	11, 55, 101, 138, 139, 140, 146, 182, 190
9.1.3	42, 63, 64, 65, 66, 68, 69, 70, 138, 139, 140, 141, 142, 143, 182
9.1.4	63, 64, 65, 66, 68, 69, 70, 113, 138, 139, 140, 141, 142, 143, 147, 148, 149, 150, 151, 182
9.1.5	138, 139, 140

(continued:)

<u>Performance Objective</u>	<u>Relevant Core Task</u>
9.2.1	39, 41

9.2.2	39, 41, 101, 146, 190
9.2.3	39, 41, 42
9.2.4	39, 41, 42
9.2.5	39, 41
9.2.6	39, 41
9.3.1	30, 93, 100
9.3.2	10, 17, 31, 32, 33
9.3.3	10, 17, 30, 31, 32
9.3.4	31, 32, 33, 34
9.3.5	30, 31, 32, 34
9.4.1	35, 36, 93
9.5.1	43, 45, 46, 49, 51
9.5.2	43, 45, 46, 49, 51
9.5.3	43, 45, 46, 49, 51
9.5.4	47
9.5.5	43, 45, 46, 47, 49, 51
9.6.1	56
9.6.2	56
9.6.3	56
9.6.4	56
9.7.1	57, 58, 59
9.7.2	57, 58, 59

(continued:)

<u>Performance Objective</u>	<u>Relevant Core Task</u>
9.8.1	62
9.8.2	62
9.9.1	63, 64, 65, 66, 68, 69, 70, 182
9.9.2	63, 64, 65, 66, 68, 69, 70, 182
9.9.3	63, 64, 65, 66, 68, 69, 70, 182
9.9.4	63, 64, 65, 66, 68, 69, 70, 101, 146, 182, 190
9.10.1	71, 72, 73, 74, 75, 77, 100
9.10.2	71, 72, 73, 74, 75, 77, 89
9.10.3	71, 72, 73, 74, 75, 77, 101, 146, 190
10.1.1	96, 107, 108, 109, 110, 111, 182
10.1.2	107, 108, 109, 110, 111, 182
10.1.3	96, 101, 107, 108, 109, 110, 111, 146, 182, 190
10.2.1	112
10.2.2	112
10.2.3	94, 112, 130
10.3.1	100, 114, 115, 116, 126, 127, 181
10.3.2	93, 118, 119
10.3.3	26, 101, 114, 115, 116, 118, 119, 122, 123, 124, 126, 127, 128, 129, 146, 180, 181, 182, 190
10.3.4	110, 111, 114, 115, 116, 126, 127
11.1.1	78, 80, 81, 82, 84, 85, 104
11.1.2	78, 80, 81, 82, 84, 85, 104, 198
11.1.3	78, 79, 80, 81, 195, 198,

(continued:)

<u>Performance Objective</u>	<u>Relevant Core Task</u>
11.2.1	55, 80, 84, 85, 86, 104, 195
11.2.2	55, 80, 84, 85, 86, 104, 195
11.3.1	11, 52, 53, 54, 55, 62, 182
11.3.2	11, 52, 53, 54, 55, 62, 182
11.3.3	11, 52, 53, 54, 55, 62, 182
11.3.4	11, 52, 53, 54, 55, 62, 138, 139, 140, 182
11.3.5	42
11.4.1	55, 61, 63, 64, 65, 66, 68, 69, 70, 71, 72, 73, 74, 75, 77, 80, 81, 82, 182
11.4.2	55, 61, 70, 71, 72, 73, 74, 75, 77, 80, 81, 84, 85, 104
11.4.3	55, 61, 70, 71, 72, 73, 74, 75, 77, 80, 81
11.4.4	55, 61, 70, 71, 72, 73, 74, 75, 77, 80, 81
11.5.1	60, 82
11.5.2	60, 78, 80, 82
11.6.1	78, 80
11.6.2	78, 80
11.6.3	78, 80
12.1.1	78
12.1.2	78
12.1.3	78
12.1.4	78
12.1.5	78
12.1.6	78, 183, 184

(continued:)

<u>Performance Objective</u>	<u>Relevant Core Task</u>
12.2.1	86, 91, 92, 102, 103, 105
12.2.2	86, 102, 103, 105
12.2.3	86, 102, 103, 105, 183, 184
12.2.4	102, 103, 105, 183, 184
13.1.1	1, 3, 4, 6, 8, 9, 16, 87, 89, 95,
13.1.2	3, 5, 16, 194
13.1.3	3, 4, 5, 16, 194
13.1.4	1, 3, 6, 7, 9, 10, 11, 12, 16, 17, 18, 20, 21, 79, 87, 19, 182, 191, 194
13.1.5	3, 7, 16, 87, 194
13.2.1	9, 93
13.2.2	10, 17, 93
13.2.3	11, 19, 182
13.2.4	18, 20, 21
13.2.5	18, 20, 21
13.2.6	18, 20, 21
13.2.7	18, 20, 21
13.2.8	18, 20, 21
14.1.1	5, 13, 15, 89
14.1.2	13, 15
14.1.3	5, 13, 15
14.1.4	5, 15, 16
15.1.1	6, 152, 153, 154, 155

(continued:)

<u>Performance Objective</u>	<u>Relevant Core Task</u>
16.1.1	157, 185
16.2.1	157, 185
16.2.2	157, 185
17.0	144, 145
18.1.1	159, 160, 161, 162, 163, 164, 165, 166, 168
18.1.2	159, 165, 166, 167, 172
18.1.3	158, 161, 162, 163, 164, 167, 168, 169, 170, 173
18.1.4	158, 161, 162, 163, 164, 167, 168, 169, 170
18.1.5	159
18.1.6	158, 161, 162, 163, 164, 167, 168, 169, 170, 173
18.1.7	159, 166, 168
18.1.8	158, 160, 167, 168
18.1.9	NO TASKS

G. LIST OF CORE TASKS FOR JUVENILE COUNSELORS

The following list is provided for the convenience of correctional training providers, employers and employees. This list presents the tasks and responsibilities that were identified as necessary and important for JCs to perform their job. The list is taken from the Job Analysis Questionnaire used in the original Standards Project (1982-1987) and the Standards Revalidation Projects (1989-1990 and 1993-1994). The original item number is included in the list. **The numbers are not sequential because not every task in the questionnaire was identified as a core task.** The tasks in this section are the statewide core task for all Juvenile Counselors employed by California's local corrections agencies.

This list will assist in the reading of Section F, the Performance Objectives by Task Index. The numbers used to identify tasks in that index are the same numbers used in the list provided here. This list presents the task or job responsibility written out in full narrative detail.

JUVENILE COUNSELOR CORE TASKS

1. Review police report of charges against juveniles taken into custody.
3. Review booking forms and court documents for accuracy and completeness.
4. Fill out Juvenile Hall booking sheets.
5. Decide whether to release or hold juvenile.
6. Notify parents, guardians or spouse of juvenile's status.
7. Screen juveniles to determine if medical attention is needed before booking.
8. Photograph incoming juveniles.
9. Inventory and take custody of juvenile's property, clothing, and/or money.
10. Supervise showering/delousing of new juveniles.
11. Observe juvenile in receiving room/holding unit while he/she awaits move to assigned housing.
12. Classify juvenile (for example, according to security risk factors) and assign housing.
13. Verify identity of juveniles before releasing.
15. Turn over property and/or money for releases, get appropriate signatures, and record/log.
16. Prepare forms, cards, file jackets necessary to initiate juvenile's facility records.
17. Issue clothing, bedding supplies to new juvenile.
18. Brief new juvenile regarding facilities rules and procedures, meal schedules, etc.
19. Assign juvenile to program/counselor.
20. Answer juvenile's questions about the facility, staff counselor's roles, juvenile's legal status, and the juvenile justice system.
21. Review with the juvenile a behavior/admission contract specifying expected behavior at the facility and obtain juvenile's signature, indicating he/she has read and understood the contract.
22. Escort juveniles individually or in groups to and from locations within facility (for example, classrooms, work details, infirmary, court holding room, interview, visiting, or phone rooms).
23. Transport juveniles individually or in groups to and from locations outside the facility (for example, other facilities, recreational centers, law enforcement agencies, hospitals, courts, airports).
24. Supervise juveniles outside facility (for example, in hospitals, at funerals, at court, at church).
25. Apply appropriate restraints for transportation (for example, handcuffs, transportation belts).
26. Search juvenile for weapons, contraband, narcotics before transporting.
27. Search transportation vehicles for weapons, contraband, narcotics.

28. Conduct vehicle safety check/inspections prior to transporting.
30. Inspect rooms/dorms, room contents, and other areas for cleanliness.
31. Supervise the juveniles' use of bathroom facilities.
32. Supervise juveniles when they shower.
33. Pass out supplies (for example, toothpaste, soap, combs, razor blades) and collect returnable supplies.
34. Explain personal hygiene procedures to juveniles (for example, shampooing directions).
35. Conduct/supervise clothing or bedding exchange.
36. Sort/supervise sorting of dirty linen and clothing for the laundry.
39. Review medical log and make note of medical restrictions.
41. Pass out medication, observe juvenile taking it, and record if taken or refused.
42. Identify juvenile in need of medical or psychiatric care and obtain appropriate help.
43. Release juveniles for meals in dining hall at appropriate times.
45. Feed/supervise feeding of juveniles in rooms or dormitories.
46. Supervise feeding of juveniles in dining hall, cafeteria, or food service area, monitoring and maintaining control.
47. Verify tray and silverware counts.
49. Report food shortages to shift supervisor or kitchen.
51. Serve and monitor special diets.
52. Monitor and intervene in disputes between juveniles (before a fight occurs).
53. Break up fights between juveniles.
54. Break up "horseplay".
55. Conduct on-the-spot (for example, crisis intervention) counseling with juveniles.
56. Respond to juveniles' questions or requests.
57. Interview juveniles following a serious rule infraction and make a written report.
58. Inform juvenile of reason for and type of disciplinary action to be enforced.
59. Enforce appropriate disciplinary action.
60. Lead group problem solving discussions/youth forums with juveniles.
61. Evaluate and grade juveniles' behavior for merit lists, leadership programs, daily point and/or "good week" systems.

62. Monitor and supervise juveniles' phone calls.
63. Supervise juveniles' activity in exercise room or yard.
64. Coach juveniles involved in athletic and/or recreational activities.
65. Participate in sports or game activities with juveniles.
66. Supervise juveniles in indoor game activities.
68. Supervise check out and return of indoor game materials and outdoor sports equipment.
69. Plan and schedule outdoor recreational activities.
70. Plan and organize indoor games, field trips, and social activities.
71. Issue equipment/tools/cleaning supplies.
72. Instruct/train juveniles in safety procedures and safe use of tools.
73. Inspect work equipment for safety.
74. Supervise juveniles working in juvenile institution areas (sweeping, cleaning, removing trash, working in kitchen, doing laundry).
75. Supervise work of kitchen crew before and after meal set-up and clean up of floors, tables, and dishwashing.
77. Supervise clean up of work equipment.
78. Conduct and write initial evaluation on individual juveniles, including an assessment of youth's background, capabilities, problem areas.
79. Participate in the classification of assigned juveniles.
80. Develop counseling goals and individualized treatment plans.
81. Counsel juveniles on a one-to-one basis.
82. Conduct formal or structured group counseling sessions with juveniles.
84. Evaluate extent to which juvenile is making satisfactory progress toward program goals.
85. Confer with others about status of juveniles (for example, other counselors, probation officers, court personnel, mental health workers).
86. Make recommendations for program advancement/graduation.
87. Prepare/update/file juveniles' records, roster, housing cards, personal data cards.
88. Update daily rosters recording special status (for example, security risks, activity restrictions) and/or requests for special escort (for example, to court, clinic, appointment with probation officer).
89. Log all juvenile movement in and out of rooms and facility (for example, transportation, transfers, bookings, discharges, and work details).

90. Log movement of all others entering and leaving the facility (for example, visitors, civilian workers, volunteers).
91. Prepare a list of juveniles going to court.
92. Update records of juveniles' court status.
93. Log facility/unit inspections, security checks, disposition of juveniles' property/clothing.
94. Log facility keys in and out.
95. Compute and record "good time", "work time", and release dates.
96. Do facility/unit population counts (for example, weekly count of juveniles in the facility/unit, number of admissions and releases, transfers).
100. Fill out facility forms (for example, repair requisitions, work requests, order forms).
101. Record all activities or incidents, occurring during shift, in daily journal or log.
102. Write incident reports for rule violations/unusual situations.
103. Write disciplinary reports.
104. Prepare individual evaluation reports (for example, case review committee reports).
105. Write escape reports and supplementary escape reports.
107. Count juveniles.
108. Verify juvenile counts against roster, log, or computer-listed numbers.
109. Report count discrepancy to supervisor or central control.
110. Maintain visual contact with all juveniles.
111. Account for location and status of juveniles to ensure each is in his/her proper place.
112. Lock and unlock rooms/dormitories and other gates/doors.
113. Operate and control lights in rooms/dormitories.
114. Make security rounds/checks, making visual check of juveniles.
115. Make fence check prior to escorting juveniles outside (for example, for recreation).
116. Conduct security checks of rooms, room fixtures, bars, locks, windows, doors, kitchen equipment.
117. Keep inventory of all dangerous tools/weapons/silverware.
118. Conduct search of rooms/units/dormitories.
119. Check/search all areas accessible to juveniles (for example, dayrooms, kitchen, library, visiting rooms, recreation areas) for contraband, weapons, or other evidence of unauthorized or illegal activities.
120. Screen incoming or outgoing mail.

121. Distribute mail to juveniles or collect juveniles' outgoing mail.
122. Conduct pat search of juveniles.
123. Conduct strip or body search of juveniles.
124. Confiscate contraband materials.
125. Check to see that all equipment is functioning properly (versus repairs needed).
126. Patrol areas within facility other than housing (for example, hallways).
127. Conduct outside/perimeter checks or perform outside/perimeter patrol duty.
128. Investigate disturbances or suspicious activities.
129. Assist in search for missing/escaped juveniles within or outside of facility.
130. Account for facility keys (for example, count keys, verify against key log).
131. Admit/release visitors, including attorneys, ministers, and juveniles' visitors.
132. Screen and, if warranted, search visitors or their belongings.
133. Supervise contact visits in order to prevent smuggling of contraband or other unauthorized or illegal activities.
134. Search articles, packages, property, money left by visitors for juveniles.
138. Activate alarm system to alert all staff in case of an emergency (for example, assault, fire).
139. Dispatch help in emergencies or disturbances.
140. Assist personnel in another unit/cottage in an emergency.
141. Extinguish or help extinguish fires.
142. Evacuate juveniles from area or facility (for example, because of fire).
143. Conduct fire drills.
144. Apply first aid to juveniles or coworkers.
145. Administer CPR to juveniles or coworkers.
146. Talk to prior shift to acquire information and, later, to oncoming shift to pass on information.
147. Communicate via intercom and/or telephone with central control or other personnel within facility (for example, to request door unlocking).
148. Call central control or other appropriate area to inform them of juvenile movement (for example, juvenile issued pass to go somewhere, juvenile sent to dining hall).
149. Check in with central control/switchboard/county communication headquarters at required intervals.
150. Verbally notify central control or maintenance of needed repairs (for example, plumbing, broken equipment).

151. Report suspicious activity inside and outside facility (for example, vehicles, persons) to supervisor or central control.
152. Answer questions and provide information to persons visiting facility.
153. Notify parents/guardians and/or probation officer of any change in juvenile's status (for example, need for medical treatment, AWOL, discipline or behavior problems).
154. Answer questions/provide information to various regulatory agencies and commissions (for example, California Youth Authority, Juvenile Justice Commission).

- 155. Answer incoming phone calls, giving information (about facility, policies, individual juveniles); route calls or take messages.
- 156. Make announcements/give information over P.A. or paging system.
- 157. Testify in court.
- 158. Pursue juveniles on foot (running).
- 159. Walk or stand for long periods of time.
- 160. Run to the scene of a disturbance or emergency.
- 161. Physically subdue or restrain a violent juvenile by yourself.
- 162. Physically subdue or restrain a violent juvenile with the help of another person.
- 163. Physically separate two fighting juveniles by yourself.
- 164. Physically separate two fighting juveniles with the help of another person.
- 165. Defend yourself against a juvenile armed with a weapon (for example, knife); disarm and subdue juvenile.
- 166. Search areas for contraband that are not easy to access (for example, under beds, in, behind, and around large equipment, vehicles).
- 167. Carry heavy objects (for example, injured or unconscious juvenile or piece of equipment).
- 168. Lift heavy objects (for example, injured or unconscious juvenile or piece of equipment).
- 169. Drag heavy objects (for example, injured or unconscious juvenile or piece of equipment).
- 170. Push hard-to-move objects by hand (for example, furniture, piece of equipment).
- 172. Jump over obstacles.
- 173. Use body force to gain entrance through barriers (for example, locked doors).
- 180. Listen for unusual sounds or sounds that may indicate illegal activity or disturbance (for example, whispering, scuffling, sudden quiet or change in noise level, horn honking, rattling of chain-link fence).

181. Watch for indications of illegal activity or disturbance in relative darkness (for example, visually check juveniles in relatively dark room or dorm, perceive a flash of car lights or movement outside at night).
182. Watch for indications of illegal activity or disturbance in normal lighting (for example, inside facility while lights are on or outside facility during daylight hours).
183. Investigate accidents or crimes that occur within the facility by interviewing witnesses and suspects, collecting and preserving evidence, and/or taking photographs and lifting fingerprints.
184. Make arrests and charge juveniles with crimes committed within the facility.
185. Participate in juvenile grievance proceedings; hear grievance informally.
186. Attend staff meetings or confer with supervisors concerning operations/functioning.
187. Attend and participate in training programs, classes, and seminars.
188. Clock/sign in and out and receive assignment and any special orders.
189. Read internal memos, correspondence.
190. Read unit log entries.
191. Read juveniles' records, noting special handling codes (for example, security risks, behavior problems, suicide risk).
192. Read facility rules, procedures, regulations and other formal written materials relevant to job performance.
194. Read court orders to ensure compliance with special directives regarding care and custody of juveniles.
195. Coordinate/contact outside resources for the benefit of juveniles (for example, employers, volunteers, community agencies).
198. Assist juveniles with school work.
200. Give assignments and/or instructions to other facility personnel.
202. Coach, train, or assist in training other facility personnel.

H. KNOWLEDGE AND SKILL MAPS WITH CORE TASK LINKAGES

Knowledge and Skill Maps are used to generate the training needs and analysis information needed for training design. For each core job task (i.e., job task commonly performed by Juvenile Counselors across the state), subject matter experts were asked to address the following questions:

1. What is the value of this task? What are the consequences of effective or ineffective performance?
2. What knowledge, skills and abilities (KSAs) must the performer bring to this task? That is, what are the prerequisite KSAs?
3. What resources or aids are available to the performer as he/she performs this task?
4. What rules, concepts, or principles are used by those who do this task particularly well?
5. What are the subtasks or steps which underlie this core task? Is there a definite sequence in which these subtasks or steps are performed?

The data collected resulted in a knowledge and skill "map" for each core job task. Each map consists of all the knowledge and skills - generated by asking the questions listed above - necessary for successful performance of a given core task. Each of the questions surfaces a different type of capability which, if lacking, could result in poor performance. To the extent that incumbents are not expected to have such knowledge or skills when hired, these capabilities represent training needs.

This "mapping" research process was used in workshops with subject matter experts during the development of the original Juvenile Counselor Core Course of 1982-1987, and again during the revalidation projects of 1989-1990 and 1993-1994. This ensures the currency and validity of the curriculum for the benefit of local corrections employers and employees.

As you review the Knowledge and Skill Maps, two points of clarification are necessary. First, some core tasks identified in the continuing Job Analysis Phases noted above, were combined by the subject matter experts since these tasks were actually steps directed toward the same objective.

Second, the Knowledge and Skill Maps for some core tasks do not contain information for each of the five types of knowledge or skills (i.e., some columns may have no entries). This is because the subject matter experts agreed that knowledge or skills of that type are not needed to meet minimum performance standards.

KNOWLEDGE AND SKILL MAPS WITH CORE TASK LINKAGES

<u>MAP #</u>	<u>CORE TASKS</u>
1.1	1, 7
1.2	1, 3, 4, 194
1.3	5, 6
1.4	9
1.5	10, 17
1.6	11
1.7	12, 79
1.8	13
1.9	15, 16
2.1	8, 16
2.2	18, 19, 20, 21
3.1	22
3.2	23, 25, 26, 27, 28
3.3	24
4.1	30
4.2	31, 32
4.3	33
4.4	34
4.5	35, 36
4.6	39
4.7	41
4.8	42
4.9	43, 45, 46, 49, 51
4.10	47
4.11	52
4.12	53, 54
4.13	55
4.14	56
4.15	57, 58, 59
4.16	60
4.17	61
4.18	62
5.1	63, 64, 65, 66, 68, 69, 70
6.1	71, 72, 73, 74, 75, 77
7.1	78, 79
7.2	80, 195, 198
7.3	81, 198
7.4	82
7.5	84, 85, 104, 191, 194
7.6	86

(continued:)

<u>MAP #</u>	<u>CORE TASKS</u>
8.1	87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 100,

8.2	101, 188, 189, 190, 191, 192 102, 103, 105, 190, 191
9.1	107, 108, 109
9.2	110, 111
9.3	112
9.4	113
9.5	114, 115, 116, 126, 127
9.6	117
9.7	118, 119
9.8	120, 121
9.9	122, 123, 124
9.10	125
9.11	128
9.12	129
9.13	130
10.1	131, 132, 133, 134
11.1	138, 139, 140, 141, 142, 143
12.1	146
12.2	147, 148, 149, 150, 151
12.3	152, 153, 154, 155, 156, 195
12.4	157
13.0	Physical Abilities Tasks (144, 145, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 172, 173, 180, 181, 182)
14.1	183, 184
14.2	185
14.3	202